

Content List

Parallelism

Modals

Sentence Correction

Preposition



Parallelism

Parallelism involves writing balanced sentences. Two or more ideas that are logically related should be expressed in grammatically similar constructions. In addition, similar constructions should follow each of a pair of correlative conjunctions:

- ✓ **both/and, either/or, neither/nor, whether/or, not only/ but also.**

For example, you might imagine the sentence parts hanging on a scale when you check for parallelism:

- He was not only tall but also strong.
- I will neither come early nor stay late.

- Unparallel: Last summer I learned tennis, to swim, and riding a horse.

Parallel: Last summer I learned to play tennis, swim, and ride a horse.

Last summer I learned to play tennis, to swim, and to ride a horse.

Last summer I learned tennis, swimming, and horseback riding.

- Unparallel: She was not only beautiful but also a spoiled child.

Parallel: She was not only beautiful but also spoiled.

She was not only a beautiful child but also a spoiled one.

- Unparallel: A math book with practice problems and having a good index is useful.

Parallel: A math book with practice problems and a good index is useful.

A math book with practice problems and with a good index is useful.

A math book having practice problems and a good index is useful.

- Unparallel: The employee was conscientious, devoted, and he worked hard.

Parallel: The employee was conscientious, devoted, and hard-working.

- Unparallel: The camp has several fields for games and swimming in the lake.

Parallel: The camp has several fields for games and a swimming area in the lake.

- Unparallel: Andy wanted neither the assignment at Columbus nor the job at Toledo.

Parallel: Andy wanted neither the assignment at Columbus nor to be sent to Toledo.

- Unparallel: Eve is an excellent tennis player, serving fast and being good at volleying.

Parallel: Eve is an excellent tennis player, having a fast serve and a good volley.

- Unparallel: She was both a good skier and liked to play basketball.

Parallel: She was both a good skier and a fine basketball player.

- Unparallel: He told me to shut up, mind my own business, and leave him alone.

Parallel: He told me to shut up, mind my own business, and to leave him alone.

Practice-1

1. I want this to be done ___
 - A. precisely, carefully and as soon as possible.
 - B. with accurate measure, carefully, immediately
 - C. precisely, carefully and immediately
 - D. precisely, with proper precaution and immediately.

2. His actions were –
 - A. bold, with lots of courage and laudable.
 - B. bold, courageous and laudable.
 - C. bold, with lots of courage and can be praised.
 - D. bold, courageous and can be praised.

3. She was –
 - A. weak, vulnerable and stupid.
 - B. not so strong, without any defense and stupid.
 - C. weak, without any defense and stupid.
 - D. weak, vulnerable and lacked intelligence.

4. Doctor advised him -

- A. to stay at home, taking proper medication and avoiding junk food.
- B. staying at home, to take proper medication and to avoid junk food.
- C. to stay at home, to take proper medication and avoiding junk food.
- D. to stay at home, to take proper medication and to avoid junk food.

5. My wife is ___

- A. an artist, sings and dances.
- B. an artist, a singer and dances.
- C. an artist, a singer and a dancer.
- D. an artist. Sings and a dancer.

6. I asked him to finish reading the book ___

- A. as soon as possible and thoroughly.
- B. quickly and thoroughly.
- C. quickly and in a detailed manner.
- D. soon as possible and to be as precise as it can be.

7. The protest was -

- A. peaceful, organized and goal oriented.
- B. not violent, without any chaos and goal oriented.
- C. peaceful, without any chaos and goal oriented.
- D. not violent, organized and not scattered.

8. I know you can complete the task -
- A. not requiring any help, within time and avoiding errors.
 - B. not requiring any help, timely and accurately.
 - C. alone, within time and avoiding errors.
 - D. alone, timely and accurately.
9. Don't leave me here -
- A. alone, helpless and blindfolded.
 - B. alone, without any assistance and eyes tied up.
 - C. alone, helpless and eyes tied up.
 - D. alone, without any assistance and blindfolded.
10. While visiting New York we -
- A. roamed around, eating at restaurants and enjoyed our stay there.
 - B. roaming around, ate at restaurants and enjoyed our stay there.
 - C. roamed around, ate at restaurants and enjoying our stay there.
 - D. roamed around, ate at restaurants and enjoyed our stay there.
11. She likes -
- A. reading, writing and to recite. B. to read, to write and reciting.
 - C. to read, to write and to recite. D. to read, writing and reciting.

12. After finishing my dinner I usually like to ____
- A. watching movies, playing video games and drink coffee.
B. watch movies, play video games and drink coffee.
C. watch movies, playing video games and drink coffee.
D. watching movies, play video games and drinking coffee.
13. The story is -
- A. thrilling, romantic and factious.
B. a thriller, romantic and factious.
C. thriller, romantic and a fiction.
D. thriller, romantic and a fiction.
14. This girl is -
- A. beautiful, have lots of talent and will definitely grow into an adorable woman.
B. a thing of beauty, intelligent and is going to be grown into an adorable woman.
C. beautiful, intelligent and will definitely grow into an adorable woman.
D. a thing of beauty, have lots of talent and is going to be grown into an adorable woman.
15. What he submitted was -
- A. nonsense, without any proper meaning and didn't have any organization.
B. nonsense, meaningless and unorganized.
C. had no sense, meaningless and wasn't properly organized.
D. nonsense, had no meaning and unorganized.

16. While writing for an exam you should be more -
- A. precise, carefully and punctually.
 - B. precise, careful and punctually.
 - C. precisely, carefully, and punctual.
 - D. precise, careful and punctual.
17. During winter it feels -
- A. cold, with a chill and not so comfortable.
 - B. cold, chilly and uncomfortable.
 - C. not so warm, chilly and uncomfortable.
 - D. not so warm, chilly and not so comfortable.
18. After losing the game the manager blamed players' lack of -
- A. concentration, proper attitude and motivation.
 - B. concentrating, proper attitude and motivation.
 - C. concentration, proper attitude and not being motivated.
 - D. concentrating, proper attitude and not being motivated.
19. She told me -
- A. to be more responsible, spending more times with her and being more affectionate.
 - B. being responsible, to spend more times with her and to be more affectionate.
 - C. to be responsible, to spend more times with her and being more affectionate.
 - D. to be responsible, to spend more times with her and to be more affectionate.
20. Money can't help you to buy -

- A. happiness, being peaceful and a perfect family.
- B. being happy, peace and a perfect family.
- C. happiness, peace and a perfect family.
- D. being happy, being peaceful and a perfect family.

Modals

Modal verbs show possibility, intent, ability, or necessity. Because they're a type of auxiliary verb (helper verb), they're used together with the main verb of the sentence. Common examples include *can*, *should*, and *must*.

Modal verbs are used to express certain hypothetical conditions, such as advice, capability, or requests. They're used alongside a main verb to change its meaning slightly. Because they're auxiliary verbs, they can't necessarily be used on their own. (A modal verb should only appear alone if it's clear from context what the main verb is.)

- I swim every Tuesday.
- I can swim every Tuesday.

The first example is a simple factual statement. The speaker participates in a swimming activity every week on Tuesdays.

The second example uses the modal verb *can*. Notice how the meaning changes slightly. The speaker does *not* swim every Tuesday; they're saying they are capable of swimming every Tuesday if they need to. It's hypothetical.



Common Modal verbs are as follows:

✓ Can may might could should would will must

There are more modal verbs, although the ones above are the most common. Some modal verbs are outdated and rarely used—like *shall* and *ought to*—while others are more colloquial—such as *got to*, *need to*, or *have to*. Some express very specific conditions that don't come up often, like *dare*, for example, “I dare say.” The phrase *used to*, as in “I used to be an English student, too,” also behaves like a modal verb.

Use of Modal verbs:

Likelihood

Some things seem likely, but we don't know for sure. In these cases, you can use the modal verbs *should* and *must* to show probability without certainty.

- Her parents must be so proud.
- My baby brother should be asleep by now.

Possibility

In situations when something is possible but not certain, use the modal verbs *could*, *may*, or *might*.

- Judging by the clouds, it might rain today.
- She may become the youngest pro soccer player ever.



Ability

The modal verb **can** shows whether or not the subject is able to do something, such as perform an action or demonstrate an ability. Likewise, the negative form, **cannot** or **can't**, shows that the subject is unable to do something.

- She can speak three languages, but none of them well.
- You can lead a horse to water, but you can't make it drink.

Asking permission

If you want to ask permission to do something, start your question with **can**, **may**, or **could**. Traditionally, in more formal and polite usage, **may** is better for permission; if you ask “can I go to the bathroom?” it could be misinterpreted as, “do I have the ability to go to the bathroom?” (However, in modern usage **may** and **can** are both perfectly acceptable options when describing possibility or permission.)

- May I leave early today?
- Could I play too?

Request

Similarly, if you want to ask someone else to do something, start your question with **will**, **would**, **can**, or **could**.

- Would you get that box off the top shelf?
- Will you turn that music down?



Suggestion/advice

What if you want to recommend something, but not command it? If you're giving suggestions or advice without ordering someone around, you can use the modal verb *should*.

- You should try the lasagna.
- That guy should wear less cologne.

Command

On the other hand, if you want to command someone, use the modal verbs *must*, *have to*, or *need to*.

- You must wash your hands before cooking.
- You need to be here before 8:00.

Obligation or necessity

Modal verbs can express a necessary action, such as an obligation, duty, or requirement. Likewise, the negative form expresses that an action is *not* necessary. Use the same modal verbs as with commands: *must*, *have to*, or *need to*.

- We have to wait for our boss to arrive before we open.
- You don't need to come if you don't want to.



Habit

To show an ongoing or habitual action—something the subject does regularly—you can use the modal verb **would** for the past tense and **will** for the present and future. The phrase **used to** is also acceptable if you're talking about a habit that no longer exists.

- When I lived alone, I would fall asleep with music.
- I will arrive early and leave late to every meeting.

How to use modal verbs:

Luckily, using modal verbs in a sentence is pretty simple. For basic sentences—the simple present tense—just remember these rules:

- ✓ Modal verbs always come directly before the main verb (except for questions).
- ✓ With modal verbs, use the infinitive form of the main verb without “to”.

So, if you want to brag about your ability to eat an entire pizza, you take the infinitive form of “eat” without “to”—which is simply “eat”—and add the modal verb “can” in front of it. The rest of the sentence continues as normal.

- I can eat an entire pizza.

For questions, you still use the infinitive form of the main verb, but the order is a little different:



[modal verb] + [subject] + [main verb]

- Can you eat an entire pizza?

Because modal verbs largely deal with general situations or hypotheticals that haven't actually happened, most of them are in the present tenses. However, some of them can be used in different verb tenses, so let's talk a little about how to construct them.

Present tenses

We already covered the simple present above, but you can also use modal verbs in the present continuous and present perfect continuous tenses.

Present continuous

After the modal verb, use the word *be* followed by the *-ing* form of the main verb.

[modal verb] + *be* + [verb in *-ing* form]

- I should be going.

Present perfect continuous

You can add a modal verb before a verb in the present perfect continuous tense without changing much. However, when using a modal verb, you must always use "have," never "had," even if the subject is third-person.

[modal verb] + *have been* + [verb in *-ing* form]



- She must have been sleeping.

Past tenses and present perfect

Putting a modal verb in the simple past, past continuous, and present perfect tenses is a little trickier.

For starters, two modal verbs in particular have a simple past tense: *can* and *will*. If you want to use either of those in any of the past tenses, you must first conjugate them into their past-tense form:

- ✓ can -> could
- ✓ will -> would

All the others remain the same, although some can't be used in the past at all. Modal verbs often deal with hypotheticals, but if an action already happened in the past, it can't be hypothetical. These are mostly for speculating about the past, such as wondering "what if . . ."

None of the modal verbs can be used in the past perfect or past perfect continuous.



Simple past

Of the main modal verbs listed at the top, only *can* and *will* can be used in the simple past. *Have to* and *need to* can also be used, as long as they're conjugated accordingly as *had to* and *needed to*. Other modal verbs use the present perfect to discuss events in the past.

Can and *will* use their past tense form plus the infinitive form of the main verb without "to," just like in the present.

could/would + [verb in infinitive]

- ✓ I could do a handstand when I was a kid.
- ✓ During exam season in college, I would not sleep much.

Past continuous

Again, only *can* and *will* can be used in the past continuous. It's formed just like the present continuous, except with the past form of the modal verb.

could/would + be + [verb in -ing form]

- ✓ I could be working right now.

Present perfect

Instead of using the infinitive form of the main verb, just use the present perfect form, which is "have" plus the past participle. As before, you must always use "have," even if the subject is third-person.

If you're using *can*, be sure to use its past tense form of *could*.



[modal verb] + have + [past participle]

- ✓ I might have gone to the party, but I forgot.

Future tenses

The truth is that most of the future tenses already use modal verbs because they use “will.” If you want to use different modal verb, such as “can” or “should,” you can use it normally with the infinitive form of the verb, and without *will*.

- ✓ I can hang out tomorrow.
- ✓ Should I major in law next year?

Practice-2

Choose the correct modal verb.

1. John! Your room's filthy! You absolutely *must* / *should* / *can* clean it now.
2. You love giving orders! You *ought to* / *can* / *must* be in the army.
3. What are you doing here? You *have to* / *must* / *should* be in your maths class.
4. I *don't have to* / *mustn't* / *shouldn't* go to class if I don't want to.
5. You *mustn't* / *don't have to* / *couldn't* miss class or you'll never pass your exam.
6. What documents *do I have to* / *must I* / *can I* get if I want to work in Australia?
7. No idea. Maybe you *should* / *must* / *have to* ask Pete. He lived there for a while.
8. *Can I* / *Must I* / *Should I* have another coffee please?
9. I *couldn't* / *mustn't* / *shouldn't* order before because you were too busy.
10. I'm sorry but the restaurant's closed. *Can* / *should* / *must* you leave now please?



Sentence correction:

Practice-1

1. NASA reports that ancient observers took note of solar eclipses at least as far back as 2500 BC, as evidenced by surviving records from ancient Babylon and China.

- A. as evidenced by surviving records from
- B. as the evidence that has survived from the records of
- C. as shows the evidence of records surviving in
- D. as the surviving records show the evidence of
- E. as evidenced by records that have survived in

2. Despite smartphones and easy accessibility for social networks, almost half of the millennials – people reaching young adulthood in the 21st century – are feeling isolated and lonely.

- A. Despite smartphones and easy accessibility for social networks,
- B. Although having smartphones and accessing social networks easily,
- C. Despite them using smartphones and easily accessing social networks,
- D. Despite their smartphones making access to social networks easy,
- E. Although there is an increasing use of smartphones and easy accessibility for social networks,

3. Unlike her sister Heather, who would always put spiders safely outside if she found them in the house, Joanne's fear kept her from going anywhere near the creatures.

- (A) Joanne's fear kept her from going anywhere near the creatures
- (B) Joanne's fear is what kept her from going anywhere near the creatures
- (C) fear is why Joanne had not gone anywhere near them
- (D) Joanne was too afraid to go anywhere near the creatures
- (E) they scared Joanne too much to go anywhere near them

4. Widely regarded as the greatest American chess player in history, Bobby Fischer's prominence came as a child, winning the U.S. Open at the age of thirteen and becoming a grandmaster at age fifteen.

- (A) Bobby Fischer's prominence came as
- (B) Bobby Fischer's prominence came when he was
- (C) it was Bobby Fischer coming to prominence as
- (D) Bobby Fischer came to prominence as
- (E) his prominence came to Bobby Fischer as

5. Jenny's dream was to become the first female mayor of her home city, but while running in the mayoral election, cancer was detected and another candidate had to be chosen.

(A) while running in the mayoral election, cancer was detected and another candidate had to be chosen.

(B) while running in the mayoral election, Jenny's cancer was detected and another candidate had to be chosen.

(C) while running in the mayoral election, cancer was detected and another candidate was chosen.

(D) while running in the mayoral election, the cancer was detected and another candidate was chosen.

(E) while running in the mayoral election, a cancer was detected and another candidate was chosen.

6. Beautifully sanded and re-varnished, Bill proudly displayed the antique desk in his den.

(A) Beautifully sanded and re-varnished, Bill proudly displayed the antique desk in his den.

(B) Beautiful, sanded, and re-varnished, Bill proudly displayed the antique desk in his den.

(C) An antique, and beautifully sanded and re-varnished, in his den Bill proudly displayed the desk.

(D) Bill, beautifully sanded and re-varnished in the den, proudly displayed the antique desk.

(E) Bill proudly displayed the antique desk, beautifully sanded and re-varnished, in his den.

7. The Lake Manyara Park in Tanzania affords the visitor with unequalled opportunities to photograph lions playing in trees without the aid of telephoto lenses.

(A) The Lake Manyara Park in Tanzania affords the visitor with unequalled opportunities to photograph lions playing in trees without the aid of telephoto lenses.

(B) The Lake Manyara Park in Tanzania permits the visitor unequalled opportunities to photograph lions playing in trees without the aid or telephoto lenses.

(C) The Lake Manyara Park in Tanzania gives the visitor the unequalled opportunity to photograph lions playing in trees without telephoto lenses.

(D) The visitor to the Lake Manyara Park in Tanzania has the unequalled opportunity to photograph lions playing in trees without the aid of telephoto lenses.

(E) Even without the aid of telephoto lenses, the visitor to Tanzania's Lake Manyara Park has an unequalled opportunity to photograph lions playing in trees.

8. Entering professional tennis as a talented but shy and awkward teenager, for the past eight years Steffi Graf was the dominant force on the woman's circuit, a powerful and consistent player.

(A) Entering professional tennis as a talented but shy and awkward teenager, for the past eight years Steffi Graf was

(B) A talented yet shy and awkward teenager when she entered professional tennis, for the last eight years Steffi Graf has been

(C) For the past eight years, having entered professional tennis as a talented yet shy and awkward teenager, Steffi Graf has been

(D) Steffi Graf entered professional tennis as a talented yet shy and awkward teenager, and was

(E) Having entered professional tennis as a teenager who was talented yet shy and awkward, for the past eight years Steffi Graf has been

9. Having discovered the Roman aristocrats to be suffering from lead poisoning, it is now thought that this was a major cause of their inability to reproduce.

- (A) Having discovered the Roman aristocrats to be suffering from lead poisoning
- (B) To have discovered the Roman aristocrats to be suffering from lead poisoning
- (C) Since scientists have discovered that the Roman aristocrats suffered from lead poisoning
- (D) Since the suffering of lead poisoning by Roman aristocrats was discovered by scientists
- (E) Due to the fact Roman aristocrats were suffering from lead poisoning was discovered by scientists

10. While many citizens feel powerless to influence national policy, it is actually effective to write to a Congressperson with an opinion.

- (A) it is actually effective to write to a Congressperson with an opinion.
- (B) writing to your Congressperson with your opinion is actually effective.
- (C) to write to a Congressperson with an opinion is effective.
- (D) that writing your opinion to your Congressperson is effective.
- (E) the writing of an opinion to a Congressperson may be effective.

11. By leading trump, the defenders defeated the contract resoundingly.

- (A) By leading trump, the defenders defeated the contract resoundingly.
(B) By leading trump, the contract was defeated resoundingly by the defenders.
(C) The defenders resounded the defeat of the contract by leading trump.
(D) The contract, by leading trump, was defeated resoundingly by the defenders.
(E) Resoundingly, the contract was defeated by the defenders by leading trump.

12. In addition to those specified for professions, the corporations maintained endowments in purely academic fields, especially in the physical sciences.

- (A) the corporations maintained endowments in purely academic fields, especially in the physical sciences.
(B) the corporations had maintained purely academic endowments like those of the physical sciences.
(C) in purely academic fields, endowments, especially in the physical sciences, were maintained by the corporations.
(D) the endowments were maintained in purely academic fields, especially in the physical sciences, by the corporations.
(E) purely academic endowments, especially for those fields like the physical sciences, were maintained by the corporations.

P1

1. A	2. D	3. D	4. D	5. B	6. E
7. E	8. C	9. C	10. B	11. A	12. D

Practice-2

1. A conjunction is used to connect words and sentences together.
A. words and sentences together. B. words or sentences together.
C. words and sentences. D. words or sentences. E. words to sentences.

2. Antony, coming alongside Cleopatra's ship, climbed aboard without seeing or being seen by her.
A. climbed aboard without seeing or being seen by her.
B. climbed aboard without seeing Cleopatra or being seen by her.
C. climbs aboard without Cleopatra seeing him.
D. boarded without being seen by her.
E. boarded without seeing Cleopatra.

3. Bombast is when high sounding words for effect, not suitability, are used.
A. is when high sounding words for effect, not suitability, are used.
B. is the use of high-sounding words for effect rather than for suitability.
C. is where high-sounding words are used for effect not suitability.
D. is the using of high-sounding words for effect only.
E. is when you use high-sounding words for effect rather than for suitability.

4. I would like to thank whoever it was that wrote that piece of music: it has given me so much pleasure.

A. I would like to thank whoever it was that wrote that piece of music:

B. I would like to thank whomever it was that has written that piece of music:

C. I would like to thank whomever it might be that wrote that piece of music:

D. Whoever it was that wrote that piece of music, I would like to thank because

E. I would like to thank whoever it was that wrote that piece of music,

5. Your taking a loan to buy a car annoyed Father.

A. Your taking a loan to buy a car annoyed Father.

B. Your taking a loan to buy a car aggravated Father.

C. You taking a loan to buy a car irritated Father.

D. You taking a loan to buy a car annoyed Father.

E. Father was annoyed by you taking a loan to buy a car.

6. In the initial stages of learning a new language we learn more through listening and attempting to copy speech patterns and not through reading grammar books.

A. and attempting to copy speech patterns and not through reading grammar books.

B. and attempting to copy speech patterns than through reading grammar books.

C. and attempts to copy speech patterns than through reading grammar books.

D. and attempts at copying speech patterns than through reading grammar books.

E. and attempts at copying speech patterns and not grammar books.

7. Between you and I, I doubt that he will come.

A. and I, I doubt that he will come.

B. and I, I doubt that he would come.

C. and me, I doubt that he will come.

D. and me, I doubt that he would come.

E. and me, I doubt whether he will be coming.

8. Work that is not finished is not work at all, it is merely a botch, a failure.

A. all, it is merely a botch, a failure.

B. all, it is a botch merely, and a failure.

C. all; it is merely a botch, a failure.

D. all; the work merely is a botch and a failure.

E. all; the work being merely a botch, a failure.

9. Pollution and degradation of the environment is, according to the commission's report, a matter of universal concern.

A. is, according to the commission's report, a matter of universal concern.

B. is, according to the report by the commission, a matter of universal concern.

C. is, according to the report of the commission, matters of universal concern.

D. are, according to the commission's report, universally a matter of concern.

E. are, according to the commission's report, a matter of universal concern.

10. Denim jeans were originally worn not so much as a fashion statement as for their being practical work clothes.

A. Denim jeans were originally worn not so much as a fashion statement as for their being practical work clothes.

B. Denim jeans were originally worn not so much as a fashion statement but for their being practical work clothes.

C. Denim jeans were originally worn not so much as a fashion statement but for being practical work clothes

D. Denim jeans were originally worn not as a fashion statement as for them being practical work clothes.

E. Denim jeans were originally worn not as a fashion statement but as for them being practical work clothes.

P2

1. D	2. B	3. B	4. A	5. A
6. B	7. C	8. C	9. E	10. A

Practice-3

1. Trying to keep her balance on the icy surface, the last competitor's ski-tip caught the pole and somersaulted into the soft snow.
 - A. the last competitor's ski-tip caught the pole and somersaulted into the soft snow.
 - B. the ski-tip of the last competitor caught the pole and somersaulted in the soft snow.
 - C. the last competitor caught the pole with the tip of her ski, and somersaulted into the soft snow.
 - D. the last competitor caught the pole with her ski-tip, which made her somersault into the soft snow.
 - E. the last competitor somersaulted into the soft snow when the tip of her ski was caught by the pole.

2. The temperature dropped suddenly last night, which will mean that the shoots emerging from the soil will be killed by the frost.
 - A. which will mean that the shoots emerging from the soil will be killed by the frost.
 - B. which will mean that the frost will kill the shoots emerging from the soil.
 - C. and this will mean that the shoots emerging from the soil will be killed by the frost.
 - D. and the resulting frost will kill the shoots that are emerging from the soil.
 - E. and as a result, the shoots will be killed by the frost, emerging from the soil.

3. The impostor eluded detection for so long because she conducted herself as though she were a licensed practitioner.

- A. as though she were a licensed practitioner.
- B. as though she was a licensed practitioner.
- C. like she was a licensed practitioner.
- D. like as if she was a licensed practitioner.
- E. as if she was a practitioner with a license.

4. Being abandoned by our friends is the cause of great sorrow for us.

- A. Being abandoned by our friends is the cause of great sorrow for us.
- B. Our being abandoned by our friends is the cause of great sorrow.
- C. Being abandoned by our friends, we feel great sorrow.
- D. Abandoned by our friends, sorrow is the result.
- E. We feel great sorrow when our friends abandon us.

5. Among the many reasons for his defeat in the election was his arrogant assumption that his constituents were incapable of understanding economic conditions, and his unwarranted attack on his chief opponent.

- A. was his arrogant assumption that his constituents were incapable of understanding economic conditions
- B. were his arrogant assumption that his constituents were incapable of understanding economic conditions
- C. were his arrogant assumptions that his constituents were incapable of understanding economical conditions

D. were his arrogant assumption that his constituents would be incapable of understanding economics

E. was the arrogant assumption that his constituents was incapable of understanding economic conditions

6. More and more holidaymakers are choosing to fly to remote islands in search of the perfect beach; seeking sand, sun and palm trees, rather than centers of entertainment.

A. ; seeking sand, sun and palm trees, rather than centers of entertainment.

B. ; seeking sad, sun, palm trees and not entertainment.

C. , with sand, sun, palm trees and no entertainment.

D. , they seek sand, sun and palm trees, rather than entertainment centers.

E. ; they seek sand, sun and palm trees, rather than centers of entertainment.

7. The government requires that these forms should be submitted before the end of the financial year.

A. that these forms should be submitted

B. that these forms be submitted

C. for these forms to be submitted

D. these forms submission

E. these forms should be submitted

8. After arduous months of fighting, the sight of the white flag being raised generated as much relief on the victor's side than it did on the vanquished.

A. as much relief on the victor's side than it did on the vanquished.

B. as much relief among the victors as among the vanquished.

C. as much relief on the victor's side as it did on the vanquished's.

D. relief both on the victor's side as well as on the vanquished's.

E. relief both for the victor and the vanquished side.

9. The best way to encourage innovative thinking is not to promise financial rewards for ideas, but to ensure that the person making the suggestion receives recognition for his contribution.

A. but to ensure that the person making the suggestion receives recognition for his contribution.

B. but to ensure that the person who makes the suggestion will be receiving recognition for his contribution.

C. but rather by ensuring that the person making the suggestion receives recognition for his contribution.

D. but rather ensure that suggestion-maker receives recognition for his contribution.

E. but instead make sure that the suggestion-maker will receive recognition.

10. It ought to be her with whom you share your secrets, not me.

A. her with whom you share your secrets, not me

B. her with whom you share your secrets, not I.

C. she with whom you share your secrets, not me.

D. she with whom you share your secrets, not I.

E. her with who you share your secrets, not me.

P3

1. C	2. D	3. A	4. E	5. B
6. E	7. B	8. B	9. A	10. A

Preposition

A preposition is a word used to link **nouns, pronouns**, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you'll find prepositions in front of **gerund verbs**.

A nice way to think about prepositions is as the words that help glue a sentence together. They do this by expressing position and movement, possession, time and how an action is completed.

Indeed, several of the most frequently used words in all of English, such as *of, to, for, with, on* and *at*, are prepositions.

✓ To make sentences clear, specific prepositions are needed. For example, the preposition *in* means one thing and the preposition *on* cannot substitute for it in all



cases. Some prepositions are interchangeable but not always. The correct preposition means one particular thing and using a different proposition will give the sentence a very different meaning. *I want to see you **in** the house now, Bill!* means something very different from *I want to see you **on** the house now, Bill!* **In** the house means Bill should go through the door, walk inside, and stand in the hall or living room. **On** the house means Bill would need to get a ladder and climb to the roof where he would be *on top of* the house.

- ✓ Prepositions are generally followed by nouns or pronouns. There was a time in the past when teachers held strictly to this rule, but it made for some clunky sentences. *I am seeking someone I can depend on* ends with the preposition *on*, so people who insisted that sentences shouldn't end with a preposition would be forced to use convoluted and unnatural phrasing. To avoid ending that sentence above with a preposition, you'd have to say, *someone I can depend on is whom I am seeking.*

- I prefer to read *in* the library.
- He climbed *up* the ladder to get *onto* the roof.
- Please sign your name *on* the dotted line *after* you read the contract.
- Go *down* the stairs and *through* the door.
- He swam *across* the pool.
- Take your brother *with* you.

Types of Prepositions

There are three types of prepositions, including

- ✓ Time prepositions,
- ✓ Place prepositions,
- ✓ Direction prepositions.



Time prepositions are those such as *before*, *after*, *during*, and *until*; **place prepositions** are those indicating position, such as *around*, *between*, and *against*; and **direction prepositions** are those indicative of direction, such as *across*, *up*, and *down*.

Prepositions of Time

Basic examples of time prepositions include: *at*, *on*, *in*, *before* and *after*. They are used to help indicate when something happened, happens or will happen. It can get a little confusing though, as many different prepositions can be used.

- I was born **on** July 4th, 1982.
- I was born **in** 1982.
- I was born **at** exactly 2am.
- I was born two minutes **before** my twin brother.
- I was born **after** the Great War ended.

The above makes it seem quite difficult, with five different prepositions used to indicate when something happened. However, there is a set of guidelines that can help decide which preposition to use:

✓ **For years, months, seasons, centuries and times of day, use the preposition *in*.**

- I first met John **in** 1987.
- It's always cold **in** January
- Easter falls **in** spring each year.
- The Second World War occurred **in** the 20th century.
- We eat breakfast **in** the morning.

✓ **For days, dates and specific holiday days, use the preposition *on*.**

- We go to school **on** Mondays, but not **on** Sunday



- Christmas is **on** December 25th.
- Buy me a present **on** my birthday.

✓ **For times, indicators of exception and festivals, use the preposition *at*.**

- Families often argue **at** Christmas time.
- I work faster **at** night.
- Her shift finished **at** 7pm.

✓ ***Before* and *after* are used to explain when something happened, happens or will happen, but specifically in relation to another thing.**

- **Before** I discovered this bar, I used to go straight home **after** work.
- We will not leave **before** 3pm.
- David comes **before** Bryan in the line, but **after** Louise.

✓ **Other prepositions of time could include: *During, about, around, until and throughout.***

- The concert will be staged **throughout** the month of May.
- I learned how to ski **during** the holidays.
- He usually arrives **around** 3pm.
- It was **about** six in the morning when we made it to bed.
- The store is open **until** midnight.

Prepositions of Place



To confuse matters a bit, the most common prepositions to indicate time – **on**, **at**, **in** – are also the most common prepositions to indicate position. However, the rules are a little clearer as place prepositions are a more rigid concept than time prepositions.

- The cat is **on** the table.
- The dogs are **in** the kennel.
- We can meet **at** the crossroads.

✓ **On** is used when referring to something with a surface:

- The sculpture hangs **on** the wall.
- The images are **on** the page.
- The specials are **on** the menu, which is **on** the table.

✓ **In** is used when referring to something that is inside or within confined boundaries. This could be anything, even a country:

- Jim is **in** France, visiting his aunt **in** the hospital.
- The whiskey is **in** the jar **in** the fridge.
- The girls play **in** the garden.

✓ **At** is used when referring to something at a specific point:

- The boys are **at** the entrance **at** the movie theater.
- He stood **at** the bus stop **at** the corner of Water and High streets.
- We will meet **at** the airport.

Let's of other prepositions of place, such as *under*, *over*, *inside*, *outside*, *above* and *below* are used in English. There is, however, a lot less confusion as they refer to rigid positions rather than abstract ones.

- The cat is **under** the table.



- Put the sandwich **over** there.
- The key is locked **inside** the car.
- They stepped **outside** the house.
- Major is ranked **above** corporal.
- He is waving at you from **below** the stairs.

Prepositions of Movement

Prepositions of movement are quite easy to understand as they are less abstract than prepositions of place and time. Essentially, they describe how something or someone moves from one place to another. The most commonly used preposition of movement is *to*, which usually serves to highlight that there is movement towards a specific destination.

- He has gone on vacation **to** France.
- She went **to** the bowling alley every Friday last summer.
- I will go **to** bed when I am tired.
- They will go **to** the zoo if they finish their errands.

Other more specific prepositions of movement include: *through*, *across*, *off*, *down* and *into*. These prepositions can sometimes get mixed up with others. While they are similar, they have individual meanings that add context to the movement.

✓ ***Across*** refers to moving from one side to another.

- Mike travelled **across** America on his motorcycle.
- Rebecca and Judi are swimming **across** the lake.

✓ ***Through*** refers to moving directly inside something and out the other end.



- The bullet Ben shot went **through** the window.
- The train passes **through** the tunnel.

✓ *Into* refers to entering or looking inside something.

- James went **into** the room.
- They stare **into** the darkness.

✓ *Up, over, down, past* and *around* indicate directions of movement:

- Jack went **up** the hill.
- Jill came tumbling **down** after.
- We will travel **over** rough terrain on our way to Grandma's house.
- The horse runs **around** the track all morning.
- A car zoomed **past** a truck on the highway

How to Recognize a Preposition

Recognizing prepositions can be challenging as they do not always follow a consistent pattern in terms of their position in a sentence, nor do they have a discernible structure or spelling.

Prepositions with Nouns

- He displayed **cruelty towards** his dog.
- She had **knowledge of** physics.
- The **trouble with** Jack.
- 21 is the **age at** which you are allowed to drink.
- Bolt made another **attempt at** the world record.
- The police held an **inquiry into** the murder.



Prepositions with Verbs

Verb + to:

- He **admitted to** the charge.
- I **go to** Vancouver on vacation twice a year.
- William can **relate to** the character in the play.

Verb + for:

- He must **apologize for** his actions.
- We **searched for** ages before we found the perfect apartment.
- I **provide for** my family by working two jobs.

Verb + with:

- I don't **agree with** your claim.
- The lawyer said he will **meet with** your representatives.
- They **began with** a quick warm-up.

Verb + of:

- I **dream of** a better life.
- Have you **heard of** Shakespeare?
- The bread **consists of** dough, raisins and a little honey.

Verb + in:

- Does Rick **believe in** miracles?
- Fallon **lives in** New York.
- The bus accident **resulted in** my being late to work.



Verb + at

- We **arrived at** our destination.
- Ilene **excels at** singing.
- Will the baby **smile at** her mother?

Verb + on:

- We should really **concentrate on** our studies now.
- Helen **insisted on** Brenda's company.
- Morris **experimented on** some canvas.

Verb + from:

- Since turning 80, she **suffers from** lapses in concentration.
- Dad **retired from** the navy in the 1970s.
- Billy Bob, please **refrain from** doing that.

Prepositions with Adjectives

- I am happily **married to** David.
- Ellie is **crazy about** this movie.
- Michelle is **interested in** politics.
- We are **sorry for** your loss.
- Jane will be **delighted with** her results.
- Is he still **angry at** the world?
- The entire room was **astonished by** the election results.

There can sometimes be a pattern in deciding which prepositions go with adjectives, for example, when adjectives have the same or very similar meaning to each other, they might take the same preposition:

- Frightened **of**, afraid **of**, scared **of**, terrified **of**

Indeed, when adjectives have opposite meaning they might also take the same preposition:

- Good **at**, great **at**, superb **at**, wonderful **at**
- Bad **at**, terrible **at**, woeful **at**, inept **at**

There are always many exceptions to the above, but it can help that there seems to be some

consistency when adjectives have the same meaning or opposite meaning.

Nevertheless, perhaps a more general rule is that English speakers simply need to learn which prepositions go with which adjectives, as meaning can change significantly by using a different preposition.

- *I am **good at** sports* means I have some athletic talent.
- *The nurse was **good to** my mother* means she took care of her and was nice, kind, and helpful.
- *I am **good with** animals* means I get along with them and handle them well.
- *Swimming is **good for** your health.*
- *That was **good of** you to come* means you were begin nice and good to visit.
- *My little brother is **good inside** (his body)* means even though you can't see how he thinks and feels, he is good. Even if his behavior is bad.
- *The blueberry jam will be **good on** toast.*



Practice-3

Choose the best answer to complete each sentence.

1. The bone was _____ the dog.
a. About b. For c. After d. Considering
2. We are going on vacation _____ August.
a. On b. At c. In d. Since
3. Please put the vase _____ the table.
a. In b. On c. For d. Over
4. I received a present _____ Janet.
a. From b. Of c. By d. About
5. School begins _____ Monday.
a. In b. On c. From d. Since

Practice-4

1. I'd rather be single _____ in a bad relationship.
A) Besides B) instead C) than
2. Using your cell phone while driving is _____ the law.
A) Against B) beyond C) despite



3. After payment, you'll receive the product _____ 10 business days.
A) during B) inside C) Within
4. I have no experience, so I'm _____ a disadvantage when it comes to this job interview.
A) At B) in C) With
5. I read a great book _____ John Grisham.
A) By B) of C) Via
6. My grandparents lived in that same house _____ ages.
A) For B) over C) Since
7. He's Italian? For some reason I was _____ the impression that he was Spanish.
A) In B) under C) With
8. Where's Roberta? She should have gotten here _____ now.
A) By B) to C) Until
9. We've put a lot of effort _____ this project.
A) Inside B) into C) within
10. _____ she's a little shy, she's a wonderful person once you get to know her.
A) Although B) besides C) in spite of
11. We drove _____ the coastline of California.
A) Along B) onto C) Through
12. His consulting fee is \$150 _____ hour.
A) By B) for C) Per



13. Everyone _____ Joanna agreed with me.
A) Against B) except C) Without
14. You can take 6 people to the airport _____ you have a minivan.
A) Since B) Though C) Until
15. The scientist made an amazing discovery _____ accident.
A) By B) on C) through

More Practice

1. I ____ be at home by 10 o'clock otherwise my father said that he would not let me in.
A) must B) should C) have to D) dare E) may
2. My director ordered me that I ____ be at the office at 10 a.m. every day.
A) can B) might C) shall D) ought to E) had to
3. I ____ attend the make-up lesson since I had attended the novel lesson last week and understood it very well.
A) may not B) shall not C) must not D) dare not E) don't have to
4. " ____ you be a little bit quieter, ladies and gentlemen?" asked the teacher furiously?
A) Did B) Dare C) Need D) If E) Could
5. You ____ your umbrella with you. It is going to rain soon.
A) may need to take B) should have taken C) had better take



D) didn't have to take

E) need have taken

6. You ____ the meeting early. The professor mentioned very prominent subjects at the end which astonished us.

A) might not leave

B) shouldn't have left

C) shouldn't leave

D) must not leave

E) could not leave

7. He is said to ____ for mafia for many years before he died last week.

A) be working

B) work

C) be worked

D) have worked

E) have been working

8. You ____ my car without my permission, I needed myself in the morning and I couldn't find it which made me very angry.

A) needn't have taken

B) must not have taken

C) should not have taken

D) didn't need to take

E) shouldn't take

9. He ____ when he was young but he gave up it when the doctor warned him that he must give up as soon as possible.

A) must smoke

B) was to smoke

C) had to smoke

D) used to smoke

E) might have smoked

10. There ____ an artist here five years ago who drew tourists portraits in five minutes.

A) has to be

B) had to be

C) used to be

D) might be

E) would have been

11. He is not at home, you ____ before coming.

- A) should phone B) must phone C) ought to phone
D) would phone E) should have phoned

12. With the help of the developments in the technology field, we ____ every information easily.

- A) should have reached B) need to reach C) don't need to reach
D) have to reach E) can reach

13. At first, I ____ read his obscure writing, after few weeks I got used to it.

- A) couldn't B) wasn't able to C) didn't have to
D) must not have E) shouldn't have

14. - Where is Jim? - He ____ at home now. I phoned him just a minute ago and he was in.

- A) may not be B) ought to be C) can be
D) must be E) could be

15. I ____ living in crowded cities after all.

- A) used to B) will be accustomed to C) was used to
D) am accustomed to E) could

16. I ____ afraid of dogs when I was a child but now I like them.

- A) used to be B) am accustomed to be C) was used to be
D) had to be E) could be

17. You ____ anyone that the key is always there in case someone steals something from our office.

- A) needn't have told B) should have told C) might not tell
D) must not tell E) didn't need to tell

18. I _____ when I was young but I started smoking after my fathers' death; since then I have been smoking.

- A) used to smoke B) am getting used to smoking C) didn't use to smoke
D) am not used to smoking E) shouldn't have smoked

19. I ____ at the office early because my boss always phones me in order to check if I arrive or not.

- A) needn't be B) shouldn't have been C) didn't need to be
D) mustn't be E) must be

20. You ____ take an umbrella. It might rain.

- A) are supposed to B) had better C) must
D) would rather E) have to

21. We need to buy some petrol and we have no cash, father. You ____ find your credit card.

- A) can B) could C) have D) have got E) have got to

22. He'll share his secret with us, but we ____ talk about it to anyone.

- A) needn't B) don't have to C) can't D) mustn't E) couldn't



1. I ____ for them but I didn't like the way they treated the customers.
A) should have worked B) might work C) will be able to work
D) could have worked E) had better work
2. Felix ____ a successful academician since he has been offered a scholarship.
A) is B) should be C) must be D) could be E) may be
3. The exam ____ very difficult, because the students were about to cry when they came out of the classroom.
A) must have been B) was C) should have been
D) may have been E) could have been
4. If we had been too careful and cautious, we ____ the top of the mountain.
A) could never have reached B) should never have reached
C) might never reach D) would never reach
E) must never have reached
5. "I think this scarf belongs to Joan." It ____ to her because she doesn't wear a scarf.
A) may not belong B) does not belong C) might not belong
D) could not belong E) must not belong
6. "How old do you think Paul is?" "I've just seen his Driver's Licence. He ____ 27 ."
A) must be B) is C) can be D) could be E) may be
7. The bus will leave at 5 o'clock sharp so you ____ late.
A) should B) had better not C) mustn't be D) can't be E) might not be



8. I ____ used to living with six people in the new dormitory room but it took time.
A) have been B) am C) don't D) can't E) am getting
9. Mary ____ taking care of herself, she can not live alone.
A) is not used to B) gets used to C) will get used to D) is E) is used to
10. When we were in California, we ____ run in the morning throughout the whole summer.
A) were to B) could C) used to D) might have E) did not get to
11. I ____ live in the suburb and I ____ afraid of dogs.
A) used to / would be B) used to / used to be C) would / would
D) would / used to E) could / got used to be
12. I ____ longer distances when I was younger.
A) would have swum B) could swim C) swam
D) was able to swim E) managed to swim
13. In her twenties, she ____ work in the garden for hours. Since the operation in her thirties, she cannot do anything.
A) should B) was used to C) could D) has got to E) has got to
14. Whenever I went out, my sister ____ take care of my fish.
A) had better B) would C) must D) should E) might
15. You ____ turn off the oven until the food is ready, otherwise, it will be spoilt.
A) couldn't B) wouldn't C) won't D) dare not E) mustn't

16. I ____ be at the station at 1 p.m. because I was told to meet the guests there.
A) can B) have to C) should D) may E) must
17. ____ we go to the cinema tonight. There is a good film on.
A) Would B) Will C) Can D) Shall E) May
18. The train that my father is on ____ before noon.
A) must be arriving B) would rather have arrived
C) is supposed to D) ought to E) has to arrive
19. ____ I write this homework again because I've spilt water on it?
A) Can B) Ought to C) Shall D) Need E) May
20. Dave is in Oklahoma, he ____ these flowers.
A) can't have brought B) mustn't have brought C) needn't bring
D) shouldn't have brought E) needn't have brought
21. In my first race, I ____ complete the 10-mile run.
A) mustn't B) wasn't able to C) couldn't
D) ought to not E) didn't have to
22. Even a dictator ____ govern by his own one- way inspiration alone, therefore, the totalitarian rulers get back the reports of the secret police.
A) may B) has to C) must D) ought to E) cannot

23. Until we have thoroughly understood this principle, we shall not know why we ____ value our liberty, or how we ____ protect and develop it.

- A) may / would B) could / are to C) must / may have to
D) ought to / can E) cannot / have to

24. The totalitarian rulers think they ____ the freedom of an opposition; they exile, imprison or shoot their opponents.

- A) might not have needed B) ought to need C) wouldn't have needed
D) don't need E) must need

25. No man _____ care profoundly that every fool _____ say what he likes.

- A) might / must B) can / should C) ought to / has to
D) can / had to E) shall / may

26. The rights are incidental; and though they ____ be preserved, they ____ be preserved only by regarding them as incidental, as auxiliary to the substance of liberty that ____ be cherished and cultivated.

- A) must / can / must B) shall / may / may C) must / may / might
D) may / must / shall E) can / must / may

27. You'd better ____ a rise in your salary. He is very angry now, it is not the correct time.

- A) to ask B) asking C) do not ask D) not asking E) not ask

Answer:

1: D 2: C 3: A 4: A 5: D 6: B 7: C 8: B 9: A 10: C 11: B 12: B 13: C 14: B 15: E 16: B 17: D 18:
C 19: D 20: A 21: B 22: E 23: D 24: D 25: B 26: A 27: E

1 Terrorism is often defined as a violent act that is intended to create fear; perpetrated for a religious, political, or ideological goal; and deliberately targets noncombatants.

- A. a violent act that is intended to create fear; is perpetrated for a religious, political, or ideological goal; and is deliberately targeting of noncombatants.
- B. a violent act intended to create fear; perpetrated for a religious, political, or ideological goal; and targeted towards noncombatants.
- C. a violent act that intends to create fear; perpetrated for a religious, political, or ideological goal; and deliberately targets noncombatants.
- D. a violent act that intends to create fear; perpetrates for a religious, political, or ideological goal; and targets noncombatants.
- E. a violent act that is intended to create fear; perpetrated for a religious, political, or ideological goal; and deliberately targets noncombatants.

2. Only under special circumstances would the professor allow a student to have as much authority as given to the current teaching assistant.

- A. as he has given to the current teaching assistant.
- B. as he given to the current teaching assistant.
- C. as given to the current teaching assistant.
- D. as gives to the current teaching assistant.
- E. as he had gave to the current teaching assistant.



3. The olympic weightlifting coach always stressed three points with his athletes: maintaining a strict training regimen, to eat a balanced diet, and to sleep for an adequate number of hours.

- A. three points with his athletes: a strict training regimen, a balanced diet, and sleeping for an adequate number of hours
- B. three points with his athletes: training, diet, and sleeping
- C. three points with his athletes: maintaining a strict training regimen, eating a balanced diet, and sleeping for an adequate number of hours
- D. three points with his athletes: maintaining, eating, and sleeping for a strict training regimen, balanced diet, and adequate number of hours, respectively.
- E. three points with his athletes: training, diet, and sleeping

4. The new division of the company oversaw a wide range of activities inside the corporate structures, including production of machine parts, refinement of crude oil, and delivering supplies to factories.

- A. including production of machine parts, refining crude oil, and delivering supplies to factories.
- B. including producing of machine parts, refinement of crude oil, and delivering supplies to factories.
- C. including production of machine parts, refinement of crude oil, and delivering supplies to factories.
- D. including production of machine parts, refinement of crude oil, and delivery of supplies to factories.
- E. including the production of machine parts, the refinement of crude oil, and the delivering supplies to factories.

5. The vineyards of Napa Valley are at once breathlessly vibrant, symmetrical, and the green is profound.

- A. and its green is quite profound.
- B. and profoundly green.
- C. and it is profoundly green.
- D. and so profound green.
- E. and the green is profound.

6. The kids took too much time cleaning their rooms, left little time to do outdoor chores.

- A. left few times to do outdoor chores.
- B. leaving little time to do outdoor chores.
- C. left little time to had done outdoor chores.
- D. leaving little time to doing outdoor chores.
- E. left little time to do outdoor chores.

7. When choosing a sport, youths are encouraged to consider its difficulty, its required skills, its necessary equipment, and its overall cost.

- A) if it costs money.
- B) the cost of it.
- C) how much it costs overall.
- D) the money needed for it.
- E) its overall cost.

8. The teacher sought new ways of teaching, believing her students would get more from lessons featuring playing, acting, and creativity.

- A. featuring play, act, and creativity.
- B. featuring the playing, acting, and creativity.
- C. featuring playing, acting, and creativity.
- D. featuring playing, acting, and creative things.
- E. featuring playing, acting, and creating.

Answer:

1. B	2. A	3. C	4. D
5. B	6. B	7. E	8. E

1. To see what happened, he started to walk ____ the place where the sound had come.

A) onto B) in C) after D) across E) towards

2. Escaping from its cage, my little bird flew ____ the open window.

A) out B) of C) out to D) through E) down

3. A child was trying to climb ____ the tree to see what was ____ the nest.

A) onto / in B) into / - C) out of / beside D) by / - E) up / inside

4. She behaves to the child from the orphanage ____ a real mother.

A) as B) with C) like D) as if E) in case

5. Can we drive to Edirne ____ highway road from Istanbul?

A) by B) on C) with D) way E) via

6. Yesterday, the thieves broke ____ my house and stole my watch and money.

A) onto B) inside C) with D) out of E) into

7. You are ____ the wrong floor, this is the fifth floor. You should walk ____ to the 4th floor.

A) at / up B) on / down C) in / onto

D) through / over E) over / along

8. Those people must be coming _____ the panel.
- A) throughout B) by way of C) out of
D) towards E) beneath
9. You should finish school with good grades _____ the sake of your future.
- A) for B) as C) because D) by E) of
10. The man _____ his hands in his pockets is staring _____ you.
- A) with / at B) in / in C) by / to D) as / at E) on / to
11. You can learn best _____ listening to your teacher _____ school.
- A) with / in B) as / onto C) by / at D) through / for E) for / within
12. Those were the days when no summer was complete _____ an excursion _____ the countryside to pick wild blackberries or strawberries or beach plums.
- A) after I through B) without / into C) by / in
D) with / towards E) except / by
13. I have no fear, I can say all the things that I said yesterday _____ his face.
- A) with B) to C) at D) towards E) onto
14. People _____ Advanced English level should understand what I said _____ the panel.
- A) with / in B) by / at C) on / at D) in / on E) in / from
15. After he went _____ the house, he came _____ to the garden.
- A) into / out B) inside / out of C) into / out of
D) into / off E) into / extern

16. There is a doctor three blocks ____ Lester's home and a private clinic a mile ____.

- A) from / away B) near / long C) over / upon
D) beside / apart E) towards / far

17. Louis received a call ____ his mother ____ Connecticut, where he was to fly the next day ____ visit her.

- A) of / about / within B) about / from / to C) through / for / to
D) by / from / for E) from / in / to

18. "The high-cost ____ living is really getting me down," growled one fellow.

- A) for B) of C) about D) over E) by

19. ____ living in Nairobi ____ several years, I returned to the States and headed ____ Kansas to visit old friends.

- A) Since / since / to B) While / some / for C) Before / since / by
D) Then / for / towards E) After / for / for

20. He said he would wait for me ____ the beach ____ sunset.

- A) in / by B) on / at C) in / before D) at / below E) on / ahead of

21. The American people's loss ____ confidence ____ their government has reached severe proportions.

- A) for / with B) of / in C) in / by D) about / for E) like / to

22. It took them three hours to get ____ home.

- A) for B) to C) by D) at E) -

23. Of course you can't see it. The village is _____ the hills.
- A) in front of B) below C) behind D) beside E) through
24. They ran _____ the stairs _____ the roof to look _____ the things that they had used years ago.
- A) up / into / for B) down / to / in C) up / on / up
D) down / in / at E) up / to / at
25. The thief ran _____ the street and hid _____ the bushes.
- A) across / over B) into / beside C) across / behind
D) along / from E) over / behind
26. The cat ran and disappeared _____ the trees in the woods
- A) toward B) under C) with D) beside E) between
27. _____ that time I heard five shots just _____ the house.
- A) In / in B) On / on C) During / out
D) At / outside E) In / into
28. She got this book _____ John as a gift _____ her birthday.
- A) out of / on B) from / on C) with / at D) from / at E) for / at
29. He is always free _____ weekends _____ summer.
- A) in / in B) on / in C) at / by D) for / in E) at / on
30. I say to tall people: Please, sit _____ the back so that everyone can see our play.
- A) behind B) beyond C) from D) at E) on

Answer:

1: E 2: D 3: E 4: C 5: A 6: E 7: B 8: C 9: A 10: A 11: C 12: B 13: C 14: A 15: A 16: A 17: B 18:
B 19: E 20: B 21: B 22: E 23: C 24: A 25: C 26: B 27: D 28: B 29: B 30: D**Vocabulary**

Words	English Meaning	Bangla Meaning
provident	providing for future need, frugal	মিতব্যয়ী, দূরদর্শী
puissant	powerful	প্রভাবশালী
punctilious	careful in observing rules of behavior	শিষ্টচারসম্পন্ন
pungent	penetrating, caustic, to the point	তীক্ষ্ণ, কটুগন্ধ
purport	to profess, suppose, claim	অভিপ্রায় করা, দাবি করা
pusillanimous	cowardly	ভীরু, নীচমনা, দুর্বলচিত্ত
quagmire	marsh, difficult situation	জলাভূমি, , কদমাজ জমি
quail	to cower, lose heart	ভয়ে পিছাইয়া পড়া, নিস্তেজ হওয়া
qualified	limited, restricted	সীমাবদ্ধ, নিয়ন্ত্রিত

qualm	sudden feeling of faintness or nausea	অস্বস্তিভাব, বমি বমি ভাব
query	question	প্রশ্ন, অনুসন্ধান, জিজ্ঞাসা
quibble	to argue over insignificant and irrelevant details	সামান্য বিষয় নিয়ে বকাবকি, আসল কথাটি এড়াবার জন্য কথার মারপ্যাঁচ
quiescent	inactive, still	শান্ত, স্থির, নিস্তব্ধ
quorum	number of member necessary to conduct a meeting	একটি সভা পরিচালনার জন্য প্রয়োজনীয় সদস্য সংখ্যা
raconteur	witty, skillful storyteller	গল্পপটু লোক, জমিয়ে সুন্দর ছোটো গল্পের কথা বলতে পারে এমন ব্যক্তি
rail	to scold with bitter or abusive language	গালিগালাজ করা, খিস্তি করা
raiment	clothing	পোশাক, পরিচ্ছদ, আচ্ছাদন
ramification	implication, consequence	শাখাপ্রশাখা, ফলাফল
rarefied	refined	মার্জিত
rationale	fundamental reason	যুক্তি, কারণ
rebu	puzzle in which pictures or symbols represent words	ধাঁধা যেখানে ছবি বা চিহ্ন শব্দের প্রতিনিধিত্ব করে
recalcitrant	resisting authority or	বিরূপ, অবাধ্য

	control	
recant	retract a statement of opinion	প্রত্যাহার করা, মতামত পরিত্যাগ করা
recluse	person who lives in seclusion and often in solitude	নির্জনবাসী, নিঃসঙ্গ, সন্ন্যাসী
recondite	abstruse, profound	দুর্বোধ্য, গভীর
redoubtable	formidable, arousing fear	দুর্ধর্ষ, পরাক্রান্ত, ভয়ংকর
refractory	stubborn, resisting ordinary methods of treatment	অবাধ্য, বেয়াড়া, একগুঁয়ে
refulgent	brightly shining, resplendent	জাজ্বল্যমান, বিভ্রামণিত
refute	to contradict, disprove	খণ্ডন করা, মিথ্যা বা ভুল প্রমাণ করা
regale	to entertain	আনন্দ দেওয়া, সযত্নে আপ্যায়ন করা
relegate	to consign to an inferior position	ছেড়ে দেওয়া, নির্বাসিত করা, ন্যস্ত করা
remonstrate	to object or protest	আপত্তি তোলা, প্রতিবাদ করা
renege	to go back on one's word	পরিত্যাগ করা, ফিরাইয়া লওয়া
reparation	amends, compensation	ক্ষতিপূরণ, মোরামত, সংস্কার
repine	fret, complain	অভিযোগ করা, খুঁতখুঁত করা,

		অসন্তোষ প্রকাশ করা
reprise	repetition, especially of a piece of music	পুনরাবৃত্তি, বিশেষ করে সঙ্গীতের একটি অংশ
reproach	to find fault with, blame	তিরস্কার করা, অনুযোগ করা, নিন্দা করা
reprobate	morally unprincipled person	হীন, দুশ্চরিত্র ব্যক্তি
repudiate	to reject as having no authority	অস্বীকার করা, পরিত্যাগ করা, বর্জন করা
rescind	to cancel	বাতিল করা, নাকচ করা, রদ করা
resolution	determination, resolve	পণ, অটল সংকল্প, স্থির প্রতিজ্ঞা
resolve	determination, firmness of purpose	স্থিরসঙ্কল্প, পণ করা
reticent	not speaking freely, reserved, reluctant	স্বল্পভাষী, মিতভাষী, কম কথা বলে এমন
reverent	expressing deep respect, worshipful	শ্রদ্ধেয়, ভক্তিপূর্ণ
riposte	retaliatory action or retort	প্রতিক্রিয়া, ক্ষিপ্ত প্রত্যাবাহিত করা
rococo	excessively ornate	সজ্জাশৈলীসংক্রান্ত
rubric	protocol, title or heading	আচরণবিধি, নিয়ম
rue	regret	দুঃখ, অনুতাপ, অনুশোচনা করা

ruse	trick, crafty stratagem	ছল, কৌশল, চালাকি
sage	wise	মহাজ্ঞানী, বিচক্ষণ
salacious	lascivious, lustful	লোভনীয়
salubrious	healthful	স্বাস্থ্যকর, স্বাস্থ্যপ্রদ
salutary	expecting an improvement, favorable to health	উপকারী, স্বাস্থ্যবর্ধক, মঙ্গলদায়ক
sanction	to approve, ratify, permit	অনুমোদন, বৈধ করা, বলবত করা
sardonic	cynical, scornfully mocking	ব্যঙ্গপূর্ণ, অবজ্ঞাসূচক
sartorial	pertaining to tailors	দর্জিসংক্রান্ত, পোশাক-সংক্রান্ত
satiare	to satisfy	তৃপ্ত করা, সম্পূর্ণ পরিতৃপ্ত করা
saturate	imbue throughout, soak thoroughly	পরিপূর্ণ করা, পরিপূর্ণ করা
saturnine	gloomy	অগ্রফুল্ল, স্বভাবগম্ভীর
satyr	a creature that is half-man, half beast, with the horns and legs of a goat	একটি প্রাণী যে অর্ধেক মানুষ, অর্ধেক পশু
savor	to enjoy, have a distinctive flavor or smell	স্বাদ গ্রহণ, আস্বাদন করা
schematic	relating to or in the form of an outline or diagram	পরিকল্পিত, নির্দিষ্ট বিন্যাস-বা রূপরেখা-অনুযায়ী
secrete	produce and release	ঝরানো, নিঃসৃত করা

	substance into organism	
sedition	behavior prompting rebellion	রাষ্ট্রদ্রোহ, রাজবিদ্রোহ
sedulous	diligent, assiduous	উদ্যমী, পরিশ্রমী, অধ্যবসায়ী
seismic	relating to earthquakes	ভূকম্পন-সংক্রান্ত
sensual	relating to the senses, gratifying the physical (sexual) senses	বিলাসী, কামুক
sensuous	relating to the senses	সংবেদনশীল, ইন্দ্রিয়গত
sentient	aware, conscious, able to perceive	সচেতন, সজ্ঞান
servile	submissive, obedient	নতজানু, মেরুদণ্ডহীন, ত্রীতদাস সম্বন্ধীয়
sextant	navigation tool that determines latitude and longitude	নেভিগেশন টুল যা অক্ষাংশ এবং দ্রাঘিমাংশ নির্ধারণ করে
shard	a piece of broken glass or pottery	পাত্রের ভাঙা টুকরো
sidereal	relating to the stars	নাক্ষত্রিক
simian	apelike, relating to apes	বানর-সদৃশ
simile	comparison of one thing with another using "like"	উপমা, সুস্পষ্ট তুলনামূলক

	or "as"	
sinecure	well-paying job that requires little or no work	কর্মভারহীন পদ
singular	unique, extraordinary, odd	অনন্য, অদ্বিতীয়, অসাধারণ
sinuous	intricate, complex	সর্পিল, আঁকাবাঁকা, পেঁচা পেঁচালো
skeptic	one who doubts	সন্দেহবাদী, অবিশ্বাসী
sobriety	seriousness	গম্ভীরতা, গাম্ভীর্য
sodden	thoroughly soaked, saturated	সম্পূর্ণ সিক্ত, সিদ্ধ
solicitous	concerned, attentive, eager	ব্যগ্র, উৎকর্ষিত
soliloquy	literary or dramatic speech by one character, not addressed to others	স্বগতোক্তি
solvent	able to meet financial obligations	আর্থিক বাধ্যবাধকতা পূরণ করতে সক্ষম
somatic	relating to or affecting the body, corporeal	দেহসংক্রান্ত
soporific	sleep producing	নিদ্রাকর্ষক, ঘুমপাড়ানি, নিদ্রা-উদ্রেককর
sordid	filthy, contemptible and corrupt	জঘন্য, নোংরা, হীন
specious	seeming to be logical and	ন্যায্য, সঠিক

	sound, but not really so	
spectrum	band of color, broad range of related ideas or objects	বর্ণালী, বর্ণচ্ছটা
spendthrift	person who spends money recklessly	ব্যয়বহুল, অপব্যয়ী লোক
sporadic	irregular	বিক্ষিপ্ত, অসংহত
squalor	filthy, wretched condition	নোংরা, জঘন্য অবস্থা
staccato	marked by abrupt, clear-cut sounds	আকস্মিক, পরিষ্কার শব্দ দ্বারা চিহ্নিত
stanch	to stop or check the flow of	বন্ধ বা প্রবাহ রোধ করা
stentorian	extremely loud	গমগমে, প্রচণ্ড জোরালো
stigma	mark of disgrace or inferiority	কলঙ্ক
stint	to be sparing	কৃপণতা করা
stipulate	to specify as an essential condition	চুক্তির শর্ত করা
stolid	having or showing little emotion	ভাবলেশহীন, নির্বিকার
stratified	arranged in layers	স্তরিত, থাকবন্দী



Answer Sheet

P1

1. A	2. B	3. A	4. D	5. C
6. B	7. A	8. D	9. A	10. D
11. C	12. B	13. A	14. C	15. B
16. D	17. B	18. A	19. D	20. C

P2

1. Must	2. Ought to	3. Should	4. Don't have to	5. Mustn't
6. Do I have to	7. Should	8. Can I	9. Couldn't	10. Can

P3

1. b	2. c	3. b	4. a	5. b
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P4

1. C	2. A	3. C	4. A	5. A
6. A	7. B	8. A	9. B	10. A
11. A	12. C	13. B	14. A	15. A