I'm not a bot

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The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. This page provides links to interactive vocabulary exercises and quizzes, including basic English vocabulary, thematic vocabulary, and idiomatic expressions. Practice your vocabulary and learn new words by doing these exercises and if you find any difficulties, follow the links to our vocabulary reference pages where you can get help.Enjoy learning!BASIC VOCABULARY EXERCISESTHEMATIC VOCABULARY EXERCISESADJECTIVE EXERCISESVocabulary Exercise: Base and Strong Adjectives (Very and Absolutely)CONFUSED WORDS EXERCISESBRITISH VS AMERICAN ENGLISH EXERCISESTest Your Spelling: British vs American Spelling QuizVocabulary GamesGap-Filling Vocabulary GamesBanking Vocabulary GameChristmas Gifts and Presents Word Drag-and-Drop GameOnline Flashcards GamesDaily Routine Vocabulary GameFruit Vocabulary Flashcard QuizVocabulary Word Search GamesEnhance Your Vocabulary: Additional Resources and TipsVocabulary ExercisesIn addition to the above vocabulary exercises, check the following resources and tips to boost your vocabulary learning:Mnemonic devices are powerful tools that can help you remember new words more effectively by creating memorable associations. In this section, well explore various mnemonic techniques such as acronyms, visualization, rhymes, and memory palaces, and how you can apply them to expand your vocabulary. Discover fun and creative ways to make vocabulary learning more engaging and unforgettable!Here are some examples:Acronyms: Create a word or phrase where each letter represents a word you want to remember. For example, HOMES for the Great Lakes (Huron, Ontario, Michigan, Erie, Superior).Visualization: Create mental images associated with words youre learning. For example, picturing a giant (meaning huge) when learning the word gargantuan.Rhymes or Songs: Use rhymes or songs to remember words or concepts. For instance, i before e, except after c to remember spelling rules.Memory Palaces: Associate words with specific locations in a familiar place. For instance, if youre learning French, you might associate the word chapeau (hat) with your front door where you always hang your hat.Improving your memory skills is essential for mastering vocabulary and language learning. In this section, well explore various strategies and techniques to help you retain new words more effectively. From repetition to association, these tips will provide you with practical methods to enhance your memorization abilities and make vocabulary learning a breeze. Lets dive in!Repetition: Repeat the word or information multiple times to reinforce memory.Association: Associate new words with familiar ones or with personal experiences to make them more memorable.Chunking: Break down longer words or phrases into smaller, manageable chunks.Contextual Learning: Learn words in context rather than in isolation to understand their meaning better.Spaced Repetition: Review words at spaced intervals to strengthen memory retention.Visualize: Create mental images related to the word or concept to aid in memory recall.Use Flashcards: Utilize flashcards with the word on one side and its definition or usage on the other for quick review.In addition to the above list of online resources, explore additional language resources for writing, vocabulary, speaking, reading, and much more to enhance your linguistic journey.Tags: English Learning ResourcesSet of words"Vocab" redirects here. For the song by Fugees, see Vocab (song).Part of a series onReadingLearning to readReading readinessVocabulary developmentVocabulary learningScientific theories and modelsDual route theorySimple view of readingScience of readingScarborough's Reading RopeThe active view of reading modelCognitive processesComprehensionPhonemic awarenessPhonological awarenessSubvocalizationWord recognitionReading instructionAnalytic phonicsBasal readerConcept-orientedDirected listening and thinking activityGuided readingIndependent readingLiterature circlePhonicsReciprocal teachingStructured word inquirySustained silent readingSynthetic phonicsWhole languageReading rateFluencySlow readingSpeed readingWords per minuteReadabilityAutomatic assessmentLegibilityReadability testReading differences and disabilitiesDyslexiaHyperlexiaReading disabilityReading for special needsLanguageAlphabetic principleBrailleDolch word listGraphemeHistory of printingLanguageMorphemeOrthographyPhonemeSight wordVocabularyWritten languageWritingWriting systemLiteracyLiteracy rateCritical readingClose readingDistant readingFamily literacyFunctional illiteracyGreat booksLiterary criticismLiteratureChildren'svteA vocabulary (also known as a lexicon) is a set of words, typically the set in a language or the set known to an individual. The word vocabulary originated from the Latin vocabulum, meaning "a word, name". It forms an essential component of language and communication, helping convey thoughts, ideas, emotions, and information. Vocabulary can be oral, written, or signed and can be categorized into two main types: active vocabulary (words one uses regularly) and passive vocabulary (words one recognizes but does not use often). An individual's vocabulary continually evolves through various methods, including direct instruction, independent reading, and natural language exposure, but it can also shrink due to forgetting, trauma, or disease. Furthermore, vocabulary is a significant focus of study across various disciplines, like linguistics, education, psychology, and artificial intelligence. Vocabulary is not limited to single words; it also encompasses multi-word units known as collocations, idioms, and other types of phraseology. Acquiring an adequate vocabulary is one of the largest challenges in learning a second language.A vocabulary is the set of words in a given language that an individual knows and uses.[1] In the context of linguistics, a vocabulary may refer more broadly to any set of words. Types of vocabularies have been further defined: a lexis is a vocabulary comprising all words used in a language or other linguistic context or in a person's lexical repertoire. An individual person's vocabulary includes a passive vocabulary of words they can recognize or understand, as well as an active vocabulary of words they regularly use in speech and writing.[2] In semiotics, vocabulary refers to the complete set of symbols and signs in a sign system or a text, extending the definition beyond purely verbal communication to encompass other forms of symbolic communication.[3]Vocabulary acquisition is a central aspect of language education, as it directly impacts reading comprehension, expressive and receptive language skills, and academic achievement.[4] Vocabulary is examined in psychology as a measure of language processing and cognitive development. It can serve as an indicator of intellectual ability or cognitive status, with vocabulary tests often forming part of intelligence and neuropsychological assessments.[5]Further information: WordWord has a variety of meanings, and our understand of ideas such as vocabulary size differ depending on the definition used.The most common definition equates words with lemmas (the inflected or dictionary form; this includes walk, but not walks, walked or walking). Most of the time lemmas do not include proper nouns (names of people, places, companies, etc.). Another definition often used in research of vocabulary size is that of word family. These are all the words that can be derived from a ground word (e.g., the words effortless, effortlessly, effortful, effortfully are all part of the word family effort). Estimates of vocabulary size range from as high as 200 thousand to as low as 10 thousand, depending on the definition used.[6]The first major change distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve or active) or receptive (also called receive or passive); even within those opposing categories, there is often no clear distinction. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. These words may range from well known to barely known (see degree of knowledge below). A person's receptive vocabulary is usually the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, they may be able to follow simple commands and appear to understand a good portion of the language to which they are exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words, but their active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is also possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.Productive vocabulary, therefore, generally refers to words that can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word that has been used correctly or accurately reflects the intended message; but it does reflect a minimal amount of productive knowledge.Within the receptiveproductive distinction lies a range of abilities that are often referred to as degree of knowledge. This simply indicates that a word gradually enters a person's vocabulary over a period of time as more aspects of word knowledge are learnt. Roughly, these stages could be described as:Never encountered the word.Heard the word, but cannot define it.Recognizes the word due to context or tone of voice.Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.Fluent with the word its use and definition.The differing degrees of word knowledge imply a greater depth of knowledge, but the process is more complex than that. There are many facets to knowing a word, some of which are not hierarchical so their acquisition does not necessarily follow a linear progression suggested by degree of knowledge. Several frameworks of word knowledge have been proposed to better operationalise this concept. One such framework includes nine facets:orthography written formphonology spoken formreference concept and referencesemantics meaningregister appropriacy of use or registercollocation lexical neighboursword associationssyntax grammatical functionmorphology word partsListed in order of most ample to most limited:[7][8]A person's reading vocabulary is all the words recognized when reading. This class of vocabulary is generally the most ample, as new words are more commonly encountered when reading than when listening.A person's listening vocabulary comprises the words recognized when listening to speech. Cues such as the speaker's tone and gestures, the topic of discussion, and the conversation's social context may convey the meaning of an unfamiliar word.A person's speaking vocabulary comprises the words used in speech and is generally a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused slightly and unintentionally, but facial expressions and tone of voice can compensate for this misuse.The written word appears in registers as different as formal essays and social media feeds. While many written words rarely appear in speech, a person's written vocabulary is generally limited by preference and context: a writer may prefer one synonym over another, and they will be unlikely to use technical vocabulary relating to a subject in which they have no interest or knowledge.The American philosopher Richard Rorty characterized a person's "final vocabulary" as follows:All human beings carry about a set of words which they employ to justify their actions, their beliefs, and their lives. These are the words in which we formulate praise of our friends and contempt for our enemies, our long-term projects, our deepest self-doubts and our highest hopes... I shall call these words a person's "final vocabulary". Those words are as far as he can go with language; beyond them is only helpless passivity or a resort to force. (Contingency, Irony, and Solidarity p. 73)[9]Main article: Vocabulary developmentDuring its infancy, a child instinctively builds a vocabulary. Infants imitate words that they hear and then associate those words with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on their ability to self-express without relying on gestures or babbling. Once the reading and writing vocabularies start to develop, through questions and education, the child starts to discover the anomalies and irregularities of language.In first grade, a child who can read learns about twice as many words as one who cannot. Generally, this gap does not narrow later. This results in a wide range of vocabulary by age five or six, when an English-speaking child will have learned about 1500 words.[10]Vocabulary grows throughout one's life. Between the ages of 20 and 60, people learn about 6,000 more lemmas, or one every other day.[11] An average 20-year-old knows 42,000 lemmas coming from 11,100 word families.[11] People expand their vocabularies by e.g. reading, playing word games, and participating in vocabulary-related programs. Exposure to traditional print media teaches correct spelling and vocabulary, while exposure to text messaging leads to more relaxed word acceptability constraints.[12]An extensive vocabulary aids expression and communication.Vocabulary size has been directly linked to reading comprehension.[13]Linguistic vocabulary is synonymous with thinking vocabulary.[13]A person may be judged by others based on their vocabulary.Wilkins (1972) said, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."[14]Estimating average vocabulary size poses various difficulties and limitations due to the different definitions and methods employed such as what is the word, what is to know a word, what sample dictionaries were used, how tests were conducted, and so on.[11][15][16][17] Native speakers' vocabularies also vary widely within a language, and are dependent on the level of the speaker's education.As a result, estimates vary from 10,000 to 17,000 word families[15][18] or 17,000-42,000 dictionary words for young adult native speakers of English.[11][16]A 2016 study shows that 20-year-old English native speakers recognize on average 42,000 lemmas, ranging from 27,100 for the lowest 5% of the population to 51,700 lemmas for the highest 5%. These lemmas come from 6,100 word families in the lowest 5% of the population and 14,900 word families in the highest 5%. 60-year-olds know on average 6,000 lemmas more.[11]According to another, earlier 1995 study junior-high students would be able to recognize the meanings of about 10,00012,000 words, whereas for college students this number grows up to about 12,00017,000 and for elderly adults up to about 17,000 or more.[19]For native speakers of German, average absolute vocabulary sizes range from 5,900 lemmas in first grade to 73,000 for adults.[20]The knowledge of the 3000 most frequent English word families or the 5000 most frequent words provides 95% vocabulary coverage of spoken discourse.[21]For minimal reading comprehension a threshold of 3,000 word families (5,000 lexical items) was suggested[22][23] and for reading for pleasure 5,000 word families (8,000 lexical items) are required.[24] An "optimal" threshold of 8,000 word families yields the coverage of 98% (including proper nouns).[23]Learning vocabulary is one of the first steps in learning a second language, but a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is an ongoing process. There are many techniques that help one acquire new vocabulary.Although memorization can be seen as tedious or boring, associating one word in the native language with the corresponding word in the second language until memorized is considered one of the best methods of vocabulary acquisition. By the time students reach adulthood, they generally have gathered a number of personalized memorization methods. Although many argue that memorization does not typically require the complex cognitive processing that increases retention (Sagarra and Alba, 2006),[25] it does typically require a large amount of repetition, and spaced repetition with flashcards is an established method for memorization, particularly used for vocabulary acquisition in computer-assisted language learning. Other methods typically require more time and longer to recall.Some words cannot be easily linked through association or other methods. When a word in the second language is phonologically or visually similar to a word in the native language, one often assumes they also share similar meanings. Though this is frequently the case, it is not always true. When faced with a false friend, memorization and repetition are the keys to mastery. If a second language learner relies solely on word associations to learn new vocabulary, that person will have a very difficult time mastering false friends. When large amounts of vocabulary must be acquired in a limited amount of time, when the learner needs to recall information quickly, when words represent abstract concepts or are difficult to picture in a mental image, or when discriminating between false friends, rote memorization is the method to use. A neural network model of novel word learning across orthographies, accounting for L1-specific memorization abilities of L2-learners has recently been introduced (Hadzibeganovic and Cannas, 2009).[26]One way of learning vocabulary is to use mnemonic devices or to create associations between words, this is known as the "keyword method" (Sagarra and Alba, 2006).[25] It also takes a long time to implement and takes a long time to recollect but because it makes a few new strange ideas connect, it may help in learning.[25] Also it presumably does not conflict with Paivio's dual coding system[27] because it uses visual and verbal mental faculties. However, this is still best used for words that represent concrete things, as abstract concepts are more difficult to remember.[25]Several word lists have been developed to provide people with a limited vocabulary for rapid language proficiency or for effective communication. These include Basic English (850 words), Special English (1,500 words), General Service List (2,000 words), and Academic Word List. Some learner's dictionaries have developed defining vocabularies which contain only most common and basic words. As a result, word definitions in such dictionaries can be understood even by learners with a limited vocabulary.[28][29][30] Some publishers produce dictionaries based on word frequency[31] or thematic groups.[32][33][34]The Swadesh list was made for investigation in linguistics.Focal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group: those with a particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary: its set of names for things, events, and ideas. Some linguists believe that lexicon influences people's perception of things, the SapirWhorf hypothesis. For example, the Nuer of Sudan have an elaborate vocabulary to describe cattle. The Nuer have dozens of names for cattle because of the cattle's particular histories, economies, and environments[clarification needed]. This kind of comparison has elicited some linguistic controversy, as with the number of "Eskimo words for snow". English speakers with relevant specialised knowledge can also display elaborate and precise vocabularies for snow and cattle when the need arises.[35][36]Bilingual lexical accessDifferences between American and British English (vocabulary)Language proficiency: The ability of an individual to speak or perform in an acquired languageLexiconLongest word in English: Many of the longest words in the English languageMental lexicon^ "Vocabulary". Longman Dictionary of Contemporary English.^ Matthews, Peter (2014). "Vocabulary". The concise Oxford dictionary of linguistics (3rded.). Oxford University Press. ISBN978-0-199-67512-8.^ Danesi, Marcel (2000). Encyclopedic dictionary of semiotics, media, and communications. Toronto studies in semiotics. 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Nation's extensive collection of research on vocabulary.Vocabulary Acquisition Research Group Archive An bibliographic database on vocabulary acquisition at Swansea University.Retrieved from " We have a large collection of English vocabulary exercises, with new ones being added regularly. When learning vocabulary, it is especially helpful if there it is focussed on a theme or topic.To get started, just select a level from below. For this last section, these exercises are for students at an advanced level of English or C1 on the CEFR scale. Check out our puzzles, activities and games available:First of all, why not try our match-up games to help you build up your vocabulary to dizzy heights.Furthermore, ourcrossword puzzleshelp you to spell linked words correctly to be able to complete the task.In addition, our word puzzles are especially helpful as you try to retain new words in a different language.Finally, our word search puzzles provide an excellent way to help to reinforce spellings in your mind.Here are more activities available:In addition, learning English requires not just a good vocabulary, but a strong foundation of English grammar to communicate effectively and ourgrammar exercises provide the practice for this purpose.Most importantly, once you are at a good level of English, you should combine your knowledge of vocabulary and grammar to understand and produce well-written pieces of text. We provide model text types for you to read and practice. Welcome to our comprehensive vocabulary section, your ultimate resource for enhancing your English language skills! Here, you'll discover a diverse range of exercises and other vocabulary resources, organised by language level - from Beginner to Advanced. Words are the building blocks of any language - build your wall higher and stronger today! 1. Context Clues Worksheet2. Clauses Matching Worksheet3. Word-Definition Matching 44. Synonyms and Antonyms Exercises - 5. Antonyms Exercise - 6. Fill in the correct words 1 (intermediate)7. Roots Prefixes Suffixes Worksheet8. Word Formation - Noun Verb Adjective Adverb Forms - 9. Fill in the Blank Vocabulary Exercise 2 (intermediate)10. ESL Word Definition Match Worksheet 111. Vocabulary Definition Match 212. Beginners Vocabulary - Booking a Flight Dialogue13. Fill in the correct words14. Match the Definition 315. Vocabulary Match Worksheet 516. Vocabulary Fill in the Blank Worksheet 317. Prepositions and Vocabulary Exercise18. Word Fill In The Blank Worksheet 419. Noun Verb Adjective Adverb Forms of the Words - 20. Common Roots List21. Common Suffixes 1. Big vs Large vs Great2. Countries, Nationalities and Languages3. Dead vs Death vs Died4. Family Tree Names5. Human Body/Face Parts Names6. Match People with Descriptions7. Occupations Vocabulary Recognition8. Affect or Effect9. See / Watch / Look10. Accept / Except / Expect11. Lie vs Lay - 12. Advice or Advise13. Fit or Suit14. Altogether vs All Together1. ESL Vocabulary (intermediate)2. Vocabulary Quiz (Upper Intermediate)3. ESL Vocabulary Quiz (Advanced)4. ESL Vocabulary Test (Advanced)5. Vocabulary For ESL (Advanced)6. Vocabulary Test7. Vocabulary Test For ESL8. ESL Vocabulary Builder (Advanced)9. Vocabulary Builder (Advanced)10. ESL Vocabulary Practice11. Vocabulary Practice (Advanced)12. Free Vocabulary Worksheet13. Vocabulary Worksheet (Advanced)14. ESL Vocabulary Worksheet (Advanced)15. ESL Vocabulary (Advanced)You are here: >> Home >>English Vocabulary ExercisesGrammarBank Video Exercises (New!) ,the free encyclopedia that anyone can edit.109,638 active editors 7,014,931 articles in EnglishHMSNeptune was a dreadnought battleship built for the Royal Navy in the first decade of the 20th century, the sole ship of her class. Laid down at HMDockyard, Portsmouth, in January1909, she was the first British battleship to be built with superfiring guns. Shortly after her completion in 1911, she carried out trials of an experimental fire-control director and then became the flagship of the Home Fleet. Neptune became a private ship in early 1914 and was assigned to the 1st Battle Squadron. The ship became part of the Grand Fleet when it was formed shortly after the beginning of the First World War in August1914. Aside from participating in the Battle of Jutland in May1916, and the inconclusive action of 19August several months later, her service during the war generally consisted of routine patrols and training in the North Sea. Neptune was deemed obsolete after the war and was reduced to reserve before being sold for scrap in 1922 and subsequently broken up. (Fullarticle...)Recently featured: Nominative determinismDonkey Kong LandHistory of education in Wales (17011870)ArchiveBy emailMore featured articlesAboutWreckage of Thai Airways International Flight114... that Thai prime minister Thaksin Shinawatra was minutes away from boarding an aircraft that exploded (wreckage pictured)?... that L.Whitney Watkins was given the Bull Moose Party's nomination in a 1912 election despite his own opposition?... that a 1915 film about Florence Nightingale was criticised for not mentioning her pet parrot?... that the statue Receiver was repainted in 2013 to match the likeness of NFL player Donald Driver after his retirement?... that actress Jennifer Metcalfe used the experience of her father's cancer in Episode6465 of the British soap opera Hollyoaks?... that economist Roger A. Freeman questioned the value of college and favored limiting access to it to a select few?... that the children's novel Queenie portrays the early years of the NHS in England?... that painter Nicolino Calyo left Naples after participating in a failed uprising against King FerdinandIV, then fled Spain following the outbreak of the First Carlist War?... that Class War was held responsible for the poll tax riots?ArchiveStart a new articleNominate an articleTrifid and Lagoon nebulaeThe Vera C. Rubin Observatory in Chile releases the first light images (example shown) from its new 8.4-metre (28ft) telescope.In basketball, the Oklahoma City Thunder defeat the Indiana Pacers to win the NBA Finals.An attack on a Greek Orthodox church in Damascus, Syria, kills at least 25 people.The United States conducts military strikes on three nuclear facilities in Iran.In rugby union, the Crusaders defeat the Chiefs to win the Super Rugby Pacific final.Ongoing: Gaza warIranIsrael warRussian invasion of UkrainetimelineSudanese civil wartimelineRecent deaths: Arnaldo PomodoroMikayla RainesJohn R. CasaniRichard Gerald JordanFranco TestaRaymond LaflammeNominate an articleJune 28: Vidovdan in SerbiaNed Kelly1880 Police captured Australian bank robber and cultural icon Ned Kelly (pictured) after a gun battle in Glenrowan, Victoria.1895 The U.S. Court of Private Land Claims ruled that James Reavis's claim to 18,600sqmi (48,000km2) of land in present-day Arizona and New Mexico was "wholly fictitious and fraudulent".1904 In the worst maritime disaster involving a Danish merchant ship, SSNorge ran aground on Hasselwood Rock and sank in the North Atlantic, resulting in more than 635 deaths.1950 Korean War: South Korean forces began the Bodo League massacre, summarily executing tens of thousands of suspected North Korean sympathizers.1969 In response to a police raid at the Stonewall Inn in New York City, groups of gay and transgender people began demonstrations, a watershed event for the worldwide gay rights movement.Charles Cruft (b.1852)Olga Sapphire (b.1907)Meralda Warren (b.1959)Aparna Rao (d.2005)More anniversaries: June 27June 28June 29ArchiveBy emailList of days of the yearAboutMyosotis scorpioides, the water forget-me-not, is a herbaceous perennial flowering plant in the borage family, Boraginaceae. It is native to Europe and Asia, but is widely distributed elsewhere, including much of North America, as an introduced species and sometimes a noxious weed. It is an erect to ascending plant of up to 70cm, bearing small (812 mm) flowers that become blue when fully open and have yellow centers. It is usually found in damp or wet habitats, such as bogs, ponds, streams, ditches, fen, and rivers. This focus-stacked photograph shows a water forget-me-not growing in Niitvlja bog, Estonia.Photograph credit: Ivar LeidusRecently featured: Whitehead's trogonAtacamiteTurban Head eagleArchiveMore featured picturesCommunity portal The central hub for editors, with resources, links, tasks, and announcements.Village pump Forum for discussions about Wikipedia itself, including policies and technical issues.Site news Sources of news about Wikipedia and the broader Wikimedia movement.Teahouse Ask basic questions about using or editing Wikipedia.Help desk Ask questions about using or editing Wikipedia.Reference desk Ask research questions about encyclopedic topics.Content portals A unique way to navigate the encyclopedia.Wikipedia is written by volunteer editors and hosted by the Wikimedia Foundation, a non-profit organization that also hosts a range of other volunteer projects: CommonsFree media repository MediaWikiWiki software development Meta-WikiWikimedia project coordination WikibooksFree textbooks and manuals WikidataFree knowledge base WikinewsFree-content news WikiquoteCollection of quotations WikisourceFree-content library WikispeciesDirectory of species WikiversityFree learning tools WikivoyageFree travel guide WiktionaryDictionary and thesaurusThis Wikipedia is written in English. Many other Wikipedias are available; some of the largest are listed below. 1,000,000+ articles DeutschEspaolFranaisItalianoNederlandsPolskiPortugusSvenskaTing Vit 250,000+ articles Bahasa IndonesiaBahasa MelayuBn-lm-gCataletinaDanskEestiEsperantoEuskaraMagyarNorsk bokmlRomnSimple EnglishSloveninaSrpskiSrpskohrvatskiSuomiTrkeOzbekcha 50,000+ articles AsturianuAzrbaycancaBosanskiFryskGaeilgeGalegoHrvatskiKurdLatvieuLietuviNorsk nynorskShqipSlovenina Retrieved from " 2Battleship formation of the Royal NavyFor the German counterpart during World War I, see I Battle Squadron.1st Battle SquadronThe 1st Battle Squadron at sea, April 1915Active19121945CountryUnited KingdomBranchRoyal NavyTypeSquadronSize8 x BattleshipsPartofGrand FleetMilitary unitThe 1st Battle Squadron was a naval squadron of the British Royal Navy consisting of battleships. The 1st Battle Squadron was initially part of the Royal Navy's Grand Fleet. After World War I the Grand Fleet was reverted to its original name, the Atlantic Fleet. The squadron changed composition often as ships were damaged, retired or transferred.As an element in the Grand Fleet, the Squadron participated in the Battle of Jutland.[1]On 5 August 1914, the squadron was constituted as follows:[2]HMS MarlboroughHMS CollingwoodHMS ColossusHMS HerculesHMS NeptuneHMS St. VincentHMS SuperbHMS VanguardRevenge and Hercules en route to Jutland with the sixth division.During the Battle of Jutland, the composition of the 1st Battle Squadron was as follows:[1]Sixth DivisionHMS Marlborough Flagship of Vice-Admiral Sir Cecil Burney; Captain G. P. Ross;HMS Revenge Captain E. B. Kiddle;HMS Hercules Captain L. Clinton-Baker;HMS Agincourt Captain H. M. Doughty;Fifth DivisionHMS Colossus Flagship of Rear Admiral E. F. A. Gaunt; Captain A. D. P. R. Pound;HMS Collingwood Captain J. C. Ley;HMS St. Vincent Captain W. W. Fisher;HMS Neptune Captain V. H. G. Bernard;HMS RevengeFollowing the Battle of Jutland, the 1st Battle Squadron was reorganized, with Colossus, Hercules, St. Vincent, Collingwood and Neptune all transferred to the 4th Battle Squadron. In January 1917, the squadron was constituted as follows:[3]HMS MarlboroughHMS AgincourtHMS Benbow joined July, 1916HMS CanadaHMS Emperor of India joined July, 1916HMS RevengeHMS Royal Oak joined May, 1916HMS Royal Sovereign joined June, 1916By 1918, Agincourt had been transferred to the 2nd Battle Squadron, and Resolution, Ramillies and Iron Duke had joined the squadron on completion.[4]For many years the squadron served in the Mediterranean as the main British battle force there. On 3 September 1939 the 1st Battle Squadron, serving in the Mediterranean Fleet, consisted of Barham, Warspite and Malaya, with headquarters at Alexandria, Egypt, under the command of Vice-Admiral Geoffrey Layton.[5]In December 1943 the Squadron was under the command of Vice Admiral Arthur Power. In January 1944 the Eastern Fleet was reinforced by HMSQueen Elizabeth, HMSRenown, HMSValiant, HMSIllustrious, HMSUnicorn and seven destroyers. The Admiralty sent this force out to India under the title of the First Battle Squadron.[6]From November 1944, the squadron served in the British Pacific Fleet under the command of Vice-Admiral Henry Rawlings, who also served as Second-in-Command of the Fleet. It consisted of HMSKing George V, HMSHowe, HMSDuke of York and HMSAnson at various times.Commanders were as follows:[7]Vice-Admiral Sir Stanley Colville (191214)Vice-Admiral Sir Lewis Bayly (JuneDecember 1914)Admiral Sir Cecil Burney (191416)Vice-Admiral Sir Charles Madden (191619)Vice-Admiral Sir Sydney Fremantle (191921)Vice-Admiral Sir William Nicholson (192122)Vice-Admiral Sir Edwyn Alexander-Sinclair (192224)Rear-Admiral William Fisher (192425)Rear-Admiral Cecil Staveley (192526)Vice-Admiral Sir Michael Hodges (192627)Vice-Admiral Sir John Kelly (192729)Vice-Admiral Howard Kelly (192930)Vice-Admiral Sir William Fisher (193032)Vice-Admiral Sir Roger Backhouse (193234)Vice-Admiral Sir Charles Forbes (193436)Vice-Admiral Hugh Binney (193638)Rear-Admiral Ralph Leatham (193839)Vice-Admiral Geoffrey Layton (JanuaryNovember 1939)Rear-Admiral Henry Pridham-Wippell (JulyOctober 1940)Vice-Admiral John Tovey (OctoberDecember 1940)Rear-Admiral Bernard Rawlings (194041)Vice-Admiral Sir Henry Pridham-Wippell (194142)Vice-Admiral Sir Arthur Power (194344)Vice-Admiral Sir Bernard Rawlings (194445)Post holders included:[8]Rear-Admiral Charles E. Madden, 5 January 1912 10 November 1912Rear-Admiral The Hon. Somerset A. Gough-Calthorpe, 10 December 1912 10 December 1913Rear-Admiral Hugh Evan-Thomas, 10 December 1913 25 August 1915Rear-Admiral Ernest Gaunt, 25 August 1915 12 June 1916Rear-Admiral Alexander L. Duff, 12 June 1916 30 November 1916Rear-Admiral Sir William C. M. Nicholson, 1 December 1916 20 March 1919Rear-