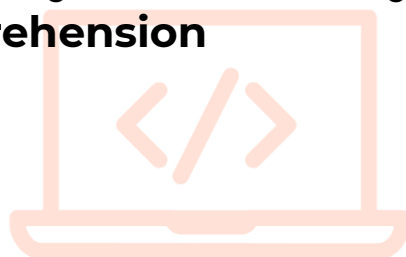


# TCS NQT - Verbal Ability

## This PDF includes:

- **Word Completion / Sentence Completion**
- **Error Identification**
- **Passage Ordering**
- **Grammar**
- **Meanings ( Synonyms and Antonyms )**
- **Reading Comprehension**



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TCS NQT Foundation Verbal ability	Difficulty Level	Questions	Topics	Features
English Grammar	Medium -high	4-5	Word Completion	Min. 4 Questions
	Medium	3-5	Sentence Completion	Min. 4 Questions
	Medium -high	2-3	Error Identification	Min. 2 Questions
	Medium -high	2-4	Arrangement	Min. 2 Questions
	Medium	2-3	Formal or informal Sentence Sentence joining, Meanings	Min. 2 Questions
Reading Comprehension	Medium -high	3- 4	Reading Comprehension	Min. 6 Questions

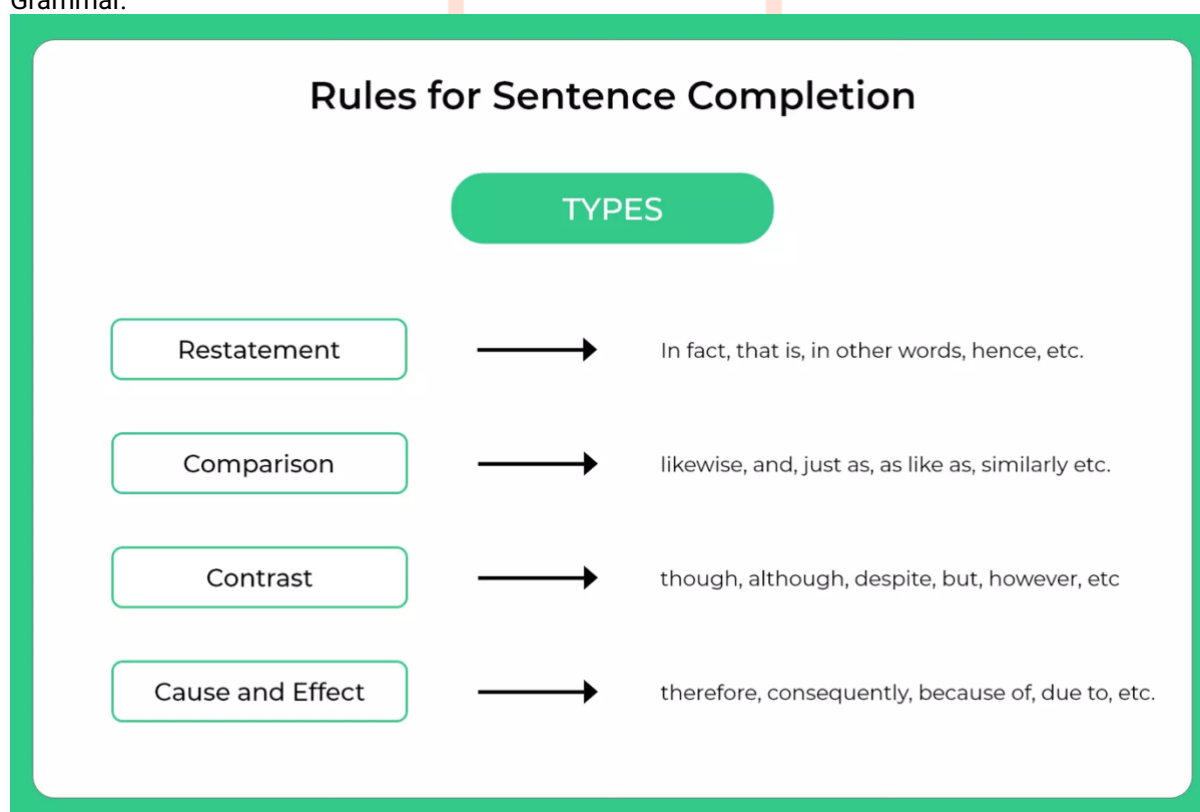
# Sentence Completion

## Rules for Sentence Completion

**The Rules for Sentence Completion** are necessary to know because this particular topic in grammar tests the skill to read the given information in an incomplete sentence and then choose words / sentence that can complete them.

It aims to analyze a student's vocabulary and logical skills pertaining to a contextual sentence

**Main point** Generally Sentence Completion or Word Completion is grouped under the same topic of Grammar.



## Rules for Sentence Completion

Before starting off with the main rules for Sentence Completion, let's look at its types:

There are approximately four types of Sentence / Word Completion:

Restatement:

These are the words that we use to amplify the importance of the first clause or add more information to the already stated facts.

Example:

In other words, in fact, that is, etc.

**Question:**

The boy was too lazy to even move about during the day, in other words, he was

\_\_\_\_\_.

a. slumber

b. prompt

c. trickster

d. lethargic



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**Answer – Lethargic.**

Since we use the phrase 'in other words' it means that we need to use a word that restates the already given description. So lethargic can be the answer.

Comparison:

The words that we use in this type reflect a comparison between two subjects in the two clauses.

Example:

likewise, and, just as, as like as, similarly etc.

**Question:**

Just as we hope to be forgiven, so we should \_\_\_\_\_ others.

- a. burden
- b. forgive
- c. criticize
- d. conspire

**Answer:**

Here, we have used the comparison word, 'just as' which means that the second clause should have a word that presents a similar meaning in the first clause. So we use 'forgive'.

Contrast:

This type comprises the words that reflect a stark and definite contrast between two or more clauses.

Example:

though, yet, although, despite, but, on the other hand, but, however, despite, or, on the contrary, etc.

**Question:**

Although her son is a happy to go soul, her daughter is \_\_\_\_\_ and grumpy

- a. rude
- b. peaceful
- c. merry
- d. casual

**Answer:**

Here the answer should be 'rude' because we are presenting a contrast between the natures of her son and daughter. While the son is peaceful and happy, the daughter is rude and grumpy.

Cause and effect:

The Cause and Effect type comprises words that act as a consequential evidence of some previous action or cause or present an impactful situation post an action.

Example:

therefore, consequently, because of, due to, as a result, leads to, etc.

**Question:**

Ginger practiced everyday for the competition, as a result, she \_\_\_\_\_ it.

- a. lost
- b. eliminated
- c. won
- d. ditched

**Answer:**

Here the answer is 'won' because ginger practiced regularly and so she won it. her efforts resulted in her win.

## Rules for Sentence Completion

Once we are done with the types of words used in sentence completion, let's had over to the practical types of the same:

### **TYPE – 1: Quantity Based**

A Quantity Based Question means the number of blanks that we get in a sentence. It can be divided into:

- One Blank
- Two or More Blanks

### **TYPE – 2: Length Based**

A Length Based Question means the length of the question that is given to us. It can be divided into two parts:

- Sentence Based – the question is only 20-35 words long.
- Paragraph / Passage based – the sentence given to us is compiled into a bigger passage with multiple blanks to fill in.

### **TYPE – 3: Element Based**

A Sentence Completion Question that is element based means the type of answer that we need to fill in to complete the sentence / passage.

- Word – based: It requires us to fill the blank with a single word.
- Phrase – based: This type needs us to choose a phrase in order to complete the sentence given to us
- Sentence – based: It requires us to insert a complete sentence in the blank. This type is mostly used in passage-based questions.

**Note:** All of the types above can be combined in one question or have two or more types in one question.

For Example:

- one blank, sentence based, and phrase based question
  - two blank, passage based, phrase and word question
- These are just two examples of the multiple possible combinations of questions.

## **Sample Questions**

**Below are few example for you to understand Sentence Completion:**

Question 1:

**The opposition parties allege that prices of essential commodities are \_\_\_\_\_ like a runaway balloon.**

- A. soaring
- B. reviving
- C. flying
- D. leaping

**Answer – Soaring**

**Explanation:**

Since the sentence compares the prices with runaway balloon, it means that the prices are going up high. Out of all the options, Soaring means to go up high.

Question 2:

**\_\_\_\_\_ is a person who dabbles in art and letters.**

- A. chauvinist
- B. connoisseur
- C. philistine
- D. dilettante

**Answer – Dilettante**

**Explanation:**

Here, the second clause of the sentence gives us the description or definition of the word that should be used in the first blank. Since it defines a person who dabbles (to take superficial interest) in art and letters, we can say that the person is Dilettante.

**How To Solve Sentence Completion**

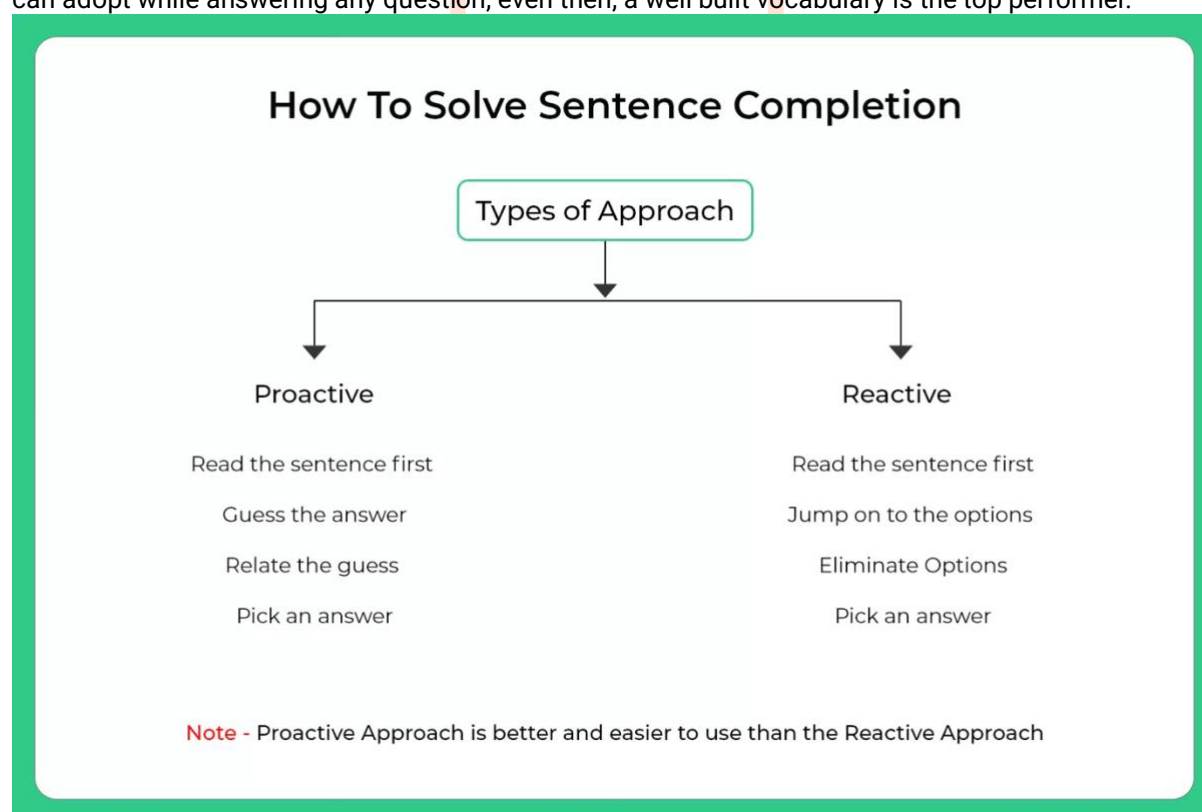
**In order to understand how to solve sentence completion you first need to know the types of it.**

Once that is known to you clearly, you can head over to solving them by using some predefined methods.

**Sentence Completion or Word Completion comes under the same broader topic of Sentence Completion in English Grammar.** Both of them are in the form of fill in the blank.

The most important thing that you need to solve Sentence or Word Completion Questions is Vocabulary. It is all a game of words and if you miss one strike to understand what it means you can go wrong easily.

**How to answer Sentence completion** However, there are definitely some approaches that you can adopt while answering any question, even then, a well built vocabulary is the top performer.



## How To Solve Sentence Completion

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Let's quickly take a review on the types of Sentence Completion and then head over to how To Solve Sentence Completion.

Types based on Word Usage:

- Restatement
- Comparing
- Contrasting
- Cause and Effect

Types based on Format:

- Quantity Based
- Length Based
- Element Based

**Also Know:** A combination of both the types can be randomly used to structure a question. It can use all the types or one or two or multiple types for a question.

Let's now take a look at the methods that we can use to solve Sentence Completion:

### **Read the Sentence:**

Read the sentence thoroughly first and understand the structure. It might seem difficult at first because of the unknown and difficult words but once you break it down and understand the clues, it becomes easy.

### **Types of Approach:**

There are two approaches to understand how to solve sentence completion.

- Proactive
- Reactive

Proactive Approach:

- Read the sentence first and guess what answer can fit in the blank

- Relate the guess with the options given
- Pick the option that resembles closely to your guess

#### Reactive Approach:

- Reading the sentence / passage first
- Jumping on to the options directly
- Picking an answer

Out of the two approaches, the proactive approach is highly recommended because it makes it easier for the student to guess the answer rather than looking at the options and confusing oneself completely.

#### **Hints:**

The hints in a sentence are given to help you understand the word should fit in the blank. Learn how to locate a hint – If you change the hint in a sentence then the choice of the word in the blank also changes.

#### **Word Charge:**

Once you get the structure and the hint you can move ahead to see if the sentence needs a positively charged word or a negative one. This can symbolize whether you should go for a synonym or an antonym.

#### **Signpost Words:**

Look for signpost words in the sentence that help to determine the required choice of word.

The signpost words which we divide into 2 parts:

- Supporting Signpost

Words that help to relate the two or more clauses in a sentence in the same context.

Example: and, so, hence, therefore, because, thus etc.

- **Contrasting Signpost**

Words that present a contrasting relation between the two or more clauses.

Example: but, despite, though, although, if, or, nevertheless etc.

### **Root Words:**

Root Words are the main words that help us to form a different word in English grammar. Once you know the meaning of these words, it is easy to form new words and also interpret its meaning despite the prefix and suffix used along with it.

Example:

Aqua – means water. Now the words that you can form with it are:

- Aquarium
- Aquatic
- Aquaculture
- Seaquake

Now we know that the root word in all these words is same hence the meaning will be somewhat related to 'water'.

### **Know Parts of Speech**

Until and unless you know the basics of grammar, that is, the Parts of Speech thoroughly, it can be difficult for you to guess the hints in a sentence. So make an attempt to learn the Grammar Clues as well.

#### **Parts of Speech**

- Noun
- Pronoun
- Verb
- Adverb
- Adjective
- Preposition
- Conjunction
- Interjection

### **Elimination:**

Try to eliminate options only after you have visualized, guessed and applied all possible means to get to an answer. Eliminating options because you don't know the meaning of it can get you wrong.

### **Working Backwards:**

Try to back track questions if there are two or more words. SO you have a wider chance to eliminate words that don't fit in either of the blanks and make sense together. So working backwards is often helpful.

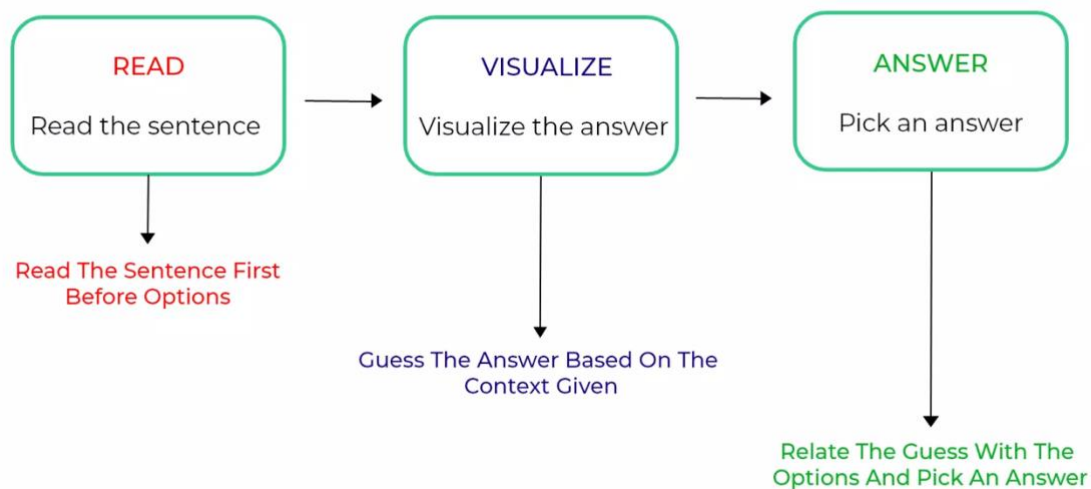
## **Tips and Tricks and Shortcuts for Sentence Completion**

**If you want to know the Tips and Tricks and Shortcuts for Sentence Completion, then you're on the right page!**

Sentence Completion is a major part of any Verbal Ability Section because it not only encompasses vocabulary, synonym and antonym, but also other fill in the blanks type topics as well.

For Sentence Completion you might have a single sentence or more (passage) with a few blanks (one or more) and you need to fill in those blanks with options given to you to complete the sentence.

## Tips and Tricks for Sentence Completion



## Tips and Tricks and Shortcuts for Sentence Completion

Given below are some easy tips and tricks that you can follow to solve Sentence Completion questions:

### Tip 1 – Check the Number of Blanks:

If you have a single blank to complete the sentence, then look for the hints and word charge. If you have more than one blank then it is best you go for backtracking the options and blanks. This helps in easy elimination and answering.

### Tip 2 – Contextual Meaning:

Firs tread the sentence and understand the context that is stated. Then you can attempt to visualize and answer the question. but remember, use a word that when filled in, does not change the meaning or the underlying context of the sentence. be very careful.

### Tip 3 – Order of Words:

In English Grammar, the order of words is very important. There is a structure that you need to maintain. This is mostly related to the Parts of Speech. You need to know where to use a noun followed by a pronoun and same goes with adjectives or other grammar clues.

### Tip 4 – Correct Grammar:

Even when you think that the word you choose as the answer is correct, you need to be double sure if you don't know the exact meaning of the word. In case you go just with your guess you might go wrong and it will be incorrect. Grammar needs to be kept in mind especially in terms of phrase and sentence based questions.

### Tip 5 – Visualize:

make it a habit that you first visualize your answer (read the sentence and think of a possible word to fill in). This makes it easy for you to not go wrong and choose the right word that suits your concept.

### Tip 6 – Similar Options:

There might be instances where you find two or more options, sometimes all of the options are synonymous to each other but be very careful. You will have to choose a word that fits correctly in the context given to you.

### Tip 7 – Increase Vocabulary Skill:

The most important point to improve your score in sentence completion is increasing and improving your vocabulary. You can do this in several ways:

- Read English books, articles, newspapers
- Learn 5-10 new words everyday along with the meaning
- Converse with people in English
- Know the basics of grammar

- Practice questions everyday
- Learn from your mistakes and remember them.

## ]

## Tips and Tricks and Shortcuts for Sentence Completion

**Check out some Sentence Completion related questions below:**

Question 1.

My friend has good \_\_\_\_\_ over English and Hindi.

- a. authority
- b. command
- c. expertise
- d. hold

**Correct Option: B**

**Explanation:**

When you say or interpret that someone is very fluent in a language, it means that the person has a good command over it.

Question 2.

The bus met with an accident and was \_\_\_\_\_ the traffic, so he had a hard time driving through the downtown.

- a. obstructing
- b. obviating
- c. hiding
- d. disturbing

**Correct Option: A**

**Explanation:**

In this question we see that a supporting signpost word is used, which means that the two sentences are co-related. The context here is that the bus met with an accident (negative) so the following clause will also be negative. Now the person was having a hard time driving that means there were obstacles in the way. Hence, we go with the word 'obstructing'.

## Solve Completing Statements: Tips and Tricks

Sentence completion questions require two skills to answer correctly: vocabulary and reasoning. When unfamiliar words appear, generally the best approach is to eliminate any known words, and then guess the unknown one. However, if there are several unfamiliar words, this could potentially reduce your chances of getting it right. Nevertheless, the goal of these questions is not necessarily about knowing the vocabulary – rather it's assessing your ability to reason through ideas.

"Paragraph Completion" means completing the given paragraph by filling in the missing sentences. Read the whole paragraph and understand the crux of the paragraph and then read the sentence in question carefully and try to fill the blank with the most suitable option. After choosing the most suitable option, ascertain if it gives the correct meaning to the sentence and is in line with the context of the paragraph. Follow all the grammar rules, e.g., tenses, parts of speech, vocabulary, etc. Last but not least, read the whole paragraph once and check that there are no grammatical errors.

## Sample Questions on Sentence Completion

**Fill in the Blanks with the correct option:**

**Q 1.** Despite studying for hours, \_\_\_\_\_.

- a. he still failed the test
- b. he got an A+ on the exam



- c. he decided to skip the test
- d. he didn't feel confident enough to take the test
- e. he aced the test with flying colors

**Answer:** a. he still failed the test

**Q 2.** She arrived at the airport \_\_\_\_\_.

- a. before the flight had landed
- b. after the flight had left
- c. just in time to catch her flight
- d. without her luggage
- e. with a delay of several hours

**Answer:** c. just in time to catch her flight

**Q 3.** The teacher asked the students to \_\_\_\_\_.

- a. memorize the entire textbook
- b. complete the assignment by tomorrow
- c. skip the next class
- d. write a book report on their favorite movie
- e. quit the class

**Answer:** b. complete the assignment by tomorrow

**Q 4.** The new restaurant in town \_\_\_\_\_.

- a. has already become very popular
- b. is struggling to attract customers
- c. serves terrible food
- d. doesn't have any vegetarian options
- e. has been shut down by the health department

**Answer:** a. has already become very popular

**Q 5.** He couldn't decide which shirt to wear to the party, \_\_\_\_\_.

- a. so he wore them all
- b. so he asked his mom to choose for him
- c. so he didn't go to the party
- d. so he flipped a coin
- e. so he ended up wearing a t-shirt and jeans

**Answer:** d. so he flipped a coin

**Q 6.** The company's profits \_\_\_\_\_.

- a. have been steadily increasing
- b. have been steadily decreasing
- c. have remained the same for years
- d. have been affected by the pandemic
- e. have never been disclosed to the public

**Answer:** a. have been steadily increasing

**Q 7.** She walked into the room \_\_\_\_\_.

- a. with a big smile on her face
- b. with tears in her eyes
- c. carrying a heavy backpack
- d. wearing a hat and sunglasses
- e. yelling and screaming

**Answer:** b. with tears in her eyes

**Q 8.** The concert was cancelled \_\_\_\_\_.

- a. due to bad weather
- b. because the band missed their flight
- c. because the tickets sold out too quickly
- d. because of a technical issue
- e. because the venue was too small

**Answer:** a. due to bad weather

**Q 9.** He didn't like the movie \_\_\_\_\_.

- a. because it was too long
- b. because it was too short
- c. because it had a happy ending
- d. because it had a sad ending
- e. because it was a comedy

**Answer:** a. because it was too long

**Q 10.** She was able to finish the marathon \_\_\_\_\_.

- a. despite the hot weather
- b. because she cheated
- c. because she got a ride in a car
- d. because she was injured
- e. because she gave up halfway through

**Answer:** a. despite the hot weather

## Sample Questions on Paragraph Completion

**Directions ( Q 11-15 )** Choose the correct option to complete the paragraph:

**Q 11.** This seems even more crucial today given the lack of boundary between home and the outside world. When your authors were growing up, the world beyond their local community only came through the newspapers, radio, and television, with access to the latter two time-limited. Now, with mobile phones, iPads, and other devices, there are no boundaries and few time limits.

- .....
- i) The world, for good and bad, is fully accessible, and the primacy of the messages delivered at home is under more challenge.
  - ii) This act of rebellion changed the course of Harry's life, enabling him to get an education and do something other than walking a predetermined path.
  - iii) Like Ellen, Harry was also subject to a prophecy.
  - iv) Of our interviewers, Ellen was the one who seemed to have been chosen by destiny as a child.
  - v) None of the above.

**Answer: Option- (i) is correct**, it suits the meaning and context of the paragraph.

**Q 12.** Beyond talking, there is also the question of what is modelled at home. With the rapid growth of the number of women in the workforce and the lessening of the number of women who are continuously at home full-time, many of us would intuitively assume that domestic duties are now more equitably shared.

- ..... The peak difference occurs in the age range of 35 to 44 years old, a time when families may need to look after children and spend time caring for ageing parents.
- i) Given how grim much of the rest of Ellen's childhood story is, it is a relief to know there was also some fun and humour.
  - ii) As well as being formally briefed about the team working, every day she overheard something new and intriguing.

iii) But the statistics show that there is still quite some way to go. A time-use study conducted in the United States in 2018 reveals that, on average, women spend two hours a day more than men on unpaid house and care work.

iv) Partly, it has happened because books and articles on women have caught our eyes.

v) None of the above.

**Answer: Option- (iii) is correct, it suits the meaning and context of the paragraph.**

**Q 13.** At this stage of life, women are performing 8.8 hours a day of free work, while men are contributing 5.2 hours. Even when men and women both work full time, there is a 22 per cent difference in the time devoted to unpaid domestic and caring work. A look at who manages healthcare needs at home also shows substantial differences.

..... When a child is too unwell to go to school, 40 per cent of mothers indicate that they are the adult who takes time off work to look after them, whereas only 3 per cent of fathers say that they shoulder that responsibility.

i) Informing these best guesses were two sources of information: our own life experiences and our understanding of the academic studies about women's leadership.

ii) Hypothesis might seem like an unusual word to use, but it had been on our lips since we first began to discuss writing this book.

iii) Our shared starting point was a set of best guesses about what might explain the numerical lack of women leaders and the ways we observed that they were treated differently from men.

iv) Around 80 per cent of mothers say that they are the parent who will take children to medical appointments, and over 75 per cent say that they do the follow-up, like ensuring that medication is taken.

v) None of the above.

**Answer: Option- (iv) is correct, it suits the meaning and context of the paragraph.**

**Q 14.** It might be a hard message to absorb for fathers who are not currently regularly wielding a mop, washing the dishes or staying home to look after a sick child, but at-home modelling about sharing domestic

duties is another aspect of creating an enabling, non-stereotyped environment. \_\_\_\_\_.

- i) Research has shown that, when asked what they want to be when they grow up, girls were less likely to confine their answers to stereotypically female occupations if they had a dad who not only said he believed in a more equal distribution of domestic labour but did more tasks at home.
- ii) A striking feature of Joyce's recitation of her life story is the absence of references to her mother.
- iii) Harry reminds us, though, that even in families where girls are nurtured and urged to aim high, poverty can flatten everything.
- iv) Notably, this spirit of ambition for her was also in her grandmother.
- v) None of the above.

**Answer: Option- (i) is correct**, it suits the meaning and context of the paragraph.

**Q 15.** \_\_\_\_\_.

A family that creates the kind of free-from-gender-limits environment our women leaders grew up in, will be empowering her to be a leader.

- i) This was a decision with formidable ramifications. In her ethnic group, bearing the name of her grandmother is more than symbolic.
- ii) Consequently, her grandmother's will for Joyce to become something else, to have a different life, was strong.
- iii) The ideas were suggested by Joyce, many of these things did not happen.
- iv) 'You go girl' is a proven hypothesis and a real lesson for the parents and other relatives of young girls.
- v) None of the above.

**Answer: Option- (iv) is correct**, it suits the meaning and context of the paragraph.

## Suitable Approaches for Sentence Completion

Such sentence completion can be greatly helped by having a strong vocabulary. Even without being aware of every option, there are numerous strategies we might employ when answering questions of this nature. Here are a few of them:

- **Read the Sentence:** Carefully read the sentence to make use of its clues. The sentence's structure and use of challenging terms could make the inquiry challenging. In order to answer the question even with a word expressing knowledge, one must analyse the statement to determine what matches the best.
- **Hints:** The above tips might point out what has to be written in the sentence's blank to make it meaningful. This test will help you find the correct hint. The answer in the blank must also change if we modify the suggestion. By inserting that word or phrase into the blank itself, we can verify the tip.
- **Positive and Negative Significance:** After identifying the word clues, indicate if the term is positive or negative. Additionally, these symbols might be used to denote antonyms or synonyms.
- **Structure Words:** Look for and attempt to use words such as but, rather, although, however, and, while, but, consequently, and so on.
- These might make clear how the sentences are put together and how the hint and blank relate to one another. They explain the kinds of words to search for as they alter the sentence's meaning.
- **Visualise:** Consider potential words to fill in the blanks before making your selections. It will protect us from making poor decisions. We can simplify the process of elimination if we have a general idea of the kind of terms that are needed. The term we perceive doesn't have to be complex; a general notion would do.

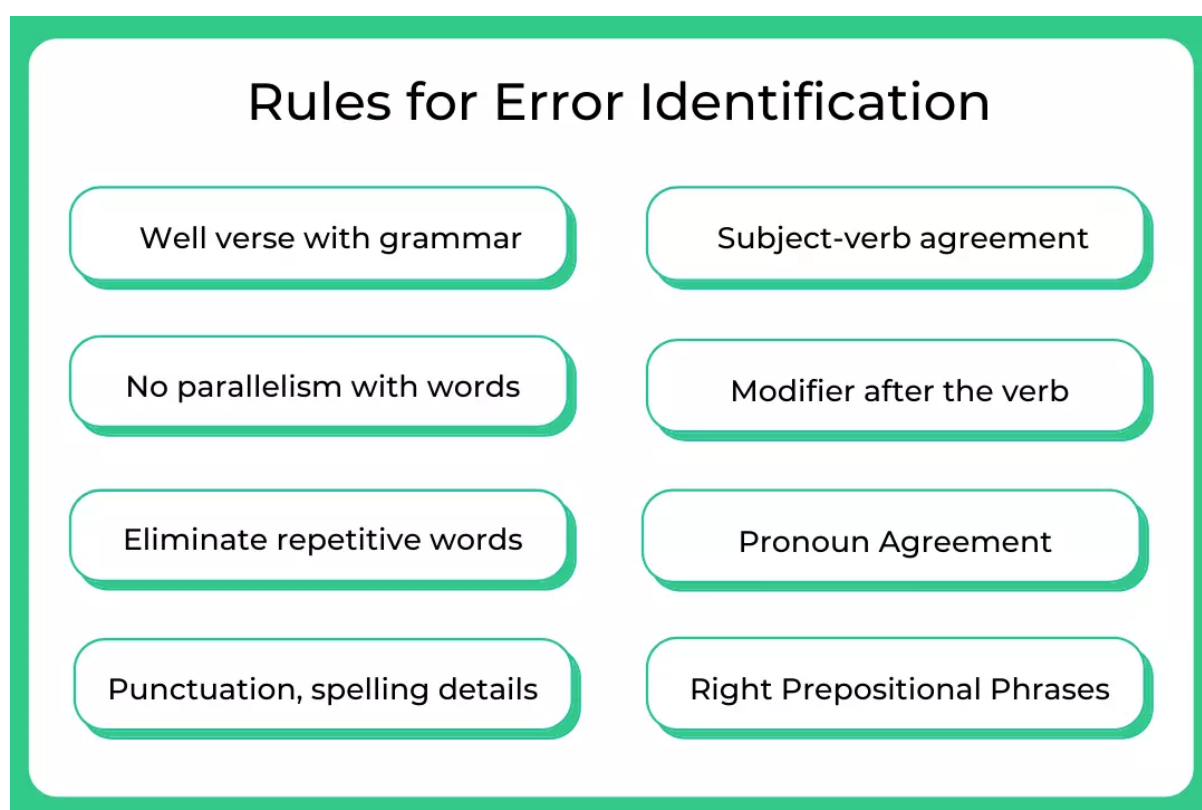
**Elimination:** It's now simple to rule out the incorrect decisions. But keep in mind that the right response requires that the words appear in the specified order. The response is wrong if there is a single word that makes perfect sense but is not the perfect choice. If you are unsure about a choice's meaning, don't discount it. If you have any reservations, walk away and consider other options.

- **Working Backwards:** Since we have more chances to rule out bad options, the two-blank questions may be simpler. Knowing the other word is not necessary if we can rule out a choice based just on one word. Working backwards is frequently more effective.

## Error Identification Rules

Rules for Error identification is a combination of all the elements that fall the umbrella of Grammar. It is a type of competitive test where one needs to identify the grammatical errors in a sentence. Though termed as Sentence Correction, most often, problems in this topic need one to only classify sentence errors.

It can be a punctuation error, wrong use of tense, subject-verb disagreement and more, through which a reader's skills are tested. **Error questions can be tough for people appearing for competitive exams.**



### Rules For Error Identification:-

**The following rules for error identification should be kept in mind while solving any questions:**

1. You should be well-versed with the parts of **speech, such as adverb, adjectives, conjunctions, nouns, interjections**, etc.

- These must be correctly used as they help to make a sentence constructive.
- **Example:**  
 She cooks real good. (**Incorrect**)  
 She cooks really well. (**Correct**)

2. Make sure the sentence is grammatically appropriate, where the **subject must agree with the verb**.

- The subject-verb agreement should there, if not, then the sentence has an error. It **also acts as a hint for finding an error**.

3. There should be **no parallelism within the sentence**. Various words in the sentence should follow the same concept where all are written in the same tense.

- **Example:**  
Students must go through programming, computing and how to process. (**Incorrect**)  
The student must go through programming, computing, and processing. (**Correct**)

4. A **modifier is something which should come after subject as it modifies the subject**. The sentence can be wrong if the modifiers are placed before the subject.

- **Example:**  
Swamped in mud, Jai rescued the puppy. (**Incorrect**)  
Swamped in mud, the puppy was rescued by Jai. (**Correct**)

5. The sentence must **not include repetitive words** or redundancy.

- **Example:**  
He will return back next week. (**Incorrect**)  
He will return next week. (**Correct**)

6. Several **grammatical, punctuation**, and spelling details or knowledge is a must have for the people appearing for error identification test.

7. Pronoun agreement should be there, such as **he/she/it should go with does or 'es' and you/we/they must go with doing**.

8. A verb **followed by a preposition** typically forms a phrasal verb.

- Phrasal verb mistakes happen when a dissimilar preposition is used in place of the one that is required to be put.
- It is required to have knowledge about phrases and idioms as they have some specific words.
- One can easily identify errors in phrases if they have thorough knowledge about the phrases.

9. Use of correct words at correct places is important. It may also help you find a **logical replacement of the word** in mind through which you can identify that the sentence has errors to be replaced.



## Some Extra Rules for Spotting Error

### 1. Use of Question Tags:

Question tags are the short clauses in the end of a statement that turn a statement into question. These questions are formed by the auxiliary verb that are used in the first clause.

Example:

The birds were flying in the same direction, weren't they?

Here, 'The Birds were' is the subject and verb used, hence the question tag will be 'weren't they'

**Fact:** The question tags always carry an opposite charge than the main clause. This means, a positive clause will take negative question tag and vice versa.

### 2. Use of Relative Pronoun:

Relative Pronouns are used to show a relation between the dependent and the independent clause. The 5 most common Relative Pronouns are:

1. who
2. whom
3. that
4. which
5. what

Example:

The boy **who** scored the highest marks is my best friend

Here, who is the relative pronoun that relates the dependent clause 'the boy' with the independent clause 'the remaining sentence'.

**Fact:** Different Relative Pronouns have different usage. Know more about Relative Pronoun in our PreInsta Prime Course.

### 3. Transitive and Intransitive Verb:

Transitive verbs will always carry the object with themselves while an Intransitive verb will never carry an object.

Example:

### Transitive Verb:

The lawyer **addressed the jury** before the hearing began

Here, addressed is the transitive verb which needs the object 'the jury'.

### Intransitive Verb:

The patient's health **recovered quickly**

Here, recovered is followed by an adverb instead of an object.

**Fact:** Some verbs can be both transitive and intransitive, depending on the situation. It may require an object at some instance while remain independent at some.

Example:

We will continue the hearing after a break. (transitive)

The hearing continued after the break. (intransitive)

### SAMPLE QUESTIONS

#### Question: 1

**Read each sentence to find out whether there is any grammatical error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer.**

**If there is no error, the answer is 'D'.**

1. The construction of Chaar Minar
2. started in the year 1672,
3. and it spanned for 24 years.
4. No errors

**Correct Answer:** "and it spanned for 24 years."

#### **Explanation:**

he word 'spanned' is used to denote a longer period of time. Therefore, it is not required to add 'spanned for'. Whenever we use the word 'spanned', no preposition will be used. So, the correct sentence will be 'The construction of Chaar Minar started in the year 1672 and it spanned 24 years'.

**Question: 2**

Read each sentence to find out whether there is any grammatical error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer.

If there is no error, the answer is 'D'.

1. Before she gets angry,
2. Please listen to
3. Is her explanation
4. No errors

**Correct answer:** is her explanation

**Explanation:**

Before she gets angry, listen to what her explanation is – This should be the correct answer.

Since we are using 'her explanation is', we need to include what. We use what here as a determiner before a noun, the omission of which will leave the sentence incomplete

**Question: 3**

Read each sentence to find out whether there is any grammatical error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer.

If there is no error, the answer is 'D'.

1. The Lupin web series
2. is really binge worthy that I keep
3. rewatching it always.
4. No errors

**Correct answer:** rewatching it always

**Explanation:**

The Lupin web series is really binge worthy that I keep rewatching it. Rewatching means to watch it again and again. Therefore, 'always' is unnecessary.

**Question: 4**

Read each sentence to find out whether there is any grammatical error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer.

If there is no error, the answer is 'D'

1. My father once said
2. that I cannot get everything
3. Go according to my wish lists in my life
4. No errors

**Correct answer:** that I cannot get everything

**Explanation:**

My father once said that I cannot have everything go according to my wishlist in my life- This should be the correct answer.

According to this sentence, 'get' is an unsuitable word in the sentence, therefore, we will use 'have'. The sentence talks about what you own, not what you will receive.

**Question: 5**

Read each sentence to find out whether there is any grammatical error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer.

If there is no error, the answer is 'D'

1. I must tell you,
2. You are extremely
3. good at this
4. No errors

**Correct answer:** No errors

**Explanation:**

I must tell you, you are extremely good at this. This sentence has its tense correct, subject verb agreement is present, i.e, subject and verb are both singular, and it has no grammatical or syntactical errors. Therefore, this sentence has no errors.

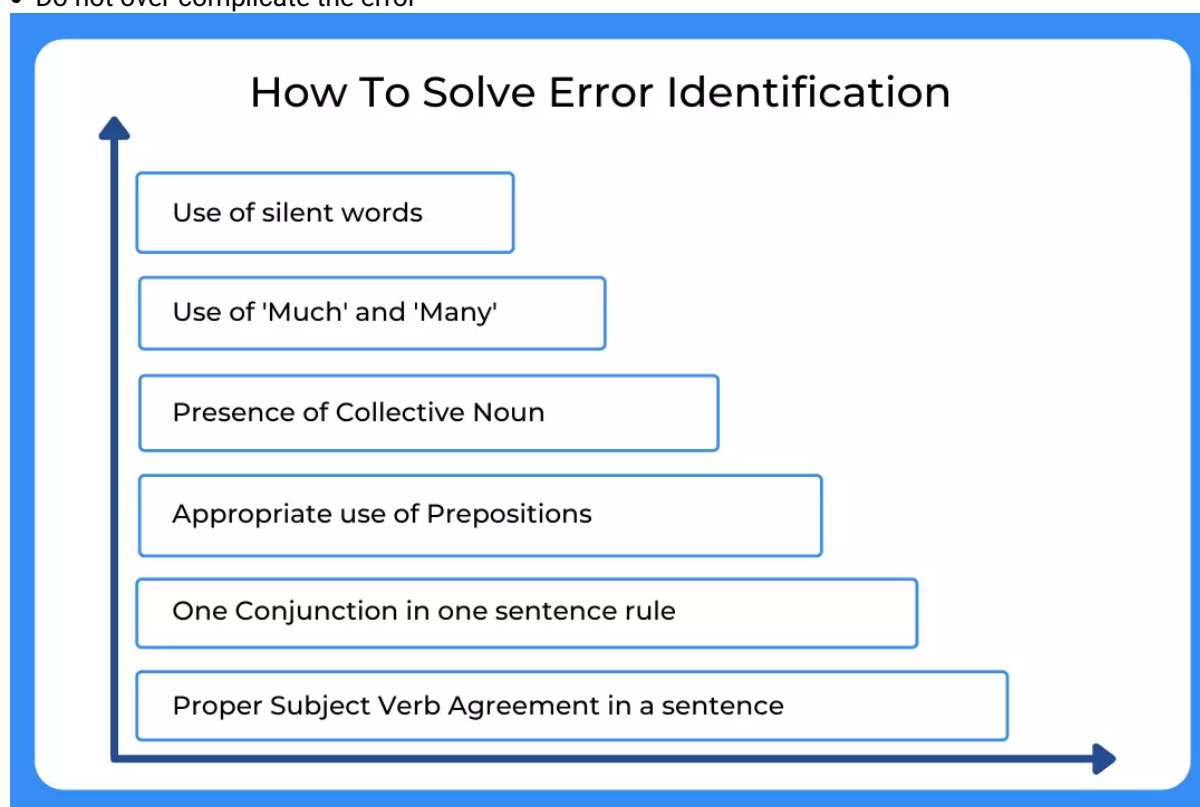
## How To Solve Error Identification Quickly

### How To Solve Error Identification Question:

Errors in a sentence can be caused by missing punctuation, grammatical mistakes such as tenses, and subject-verb disagreement. Thus, avoiding errors in a sentence is and maintaining the theme of the sentence is utterly crucial. Here on this page find How To Solve Error Identification Tips.

#### Tips to Solve Error Identification:

- Read the sentence
- Concentrate first on subject, verb, nouns and tenses
- Do not over complicate the error



### How To Solve Error Identification Question:

### Points To Be Remembered:

Here are few points mentioned how to solve Error Identification Easily-

- **Use of appropriate Preposition.**
- Use of Conjunction – **One conjunction in one sentence**
- **Use of silent words** such as h in Hour- use of article depends upon this

- Subject- Verb Agreement- **Singular Verb for Singular subject and Plural Verb for Plural Subject**
- Use of Much and Many should be clear- **many for countable noun and much for uncountable noun**
- **Collective Noun can be used with Singular as well as Plural** depending upon the use.

## How To Solve Quickly Error Identification Question:

Below you will find few important points one must keep in mind before solving Error Identification Questions:

- Proper guideline on the level of error detection – step by step.
- Know the list of error that are common in sentences.
- Go through multiple mock tests
- Have a brief of key identifying techniques for error correction

## Error Identification – How to Solve Quickly

### Question 1.

People claim to have seen Unicorns, but not one have proof that it exists.

- A. Have seen
- B. But
- C. Have
- D. Exists

**Correct Option: C**

**Explanation:**

The sentence talks about one person not having proof. There is a subject-verb disagreement, instated of “have” there should be “has.”

### Question 2.

Last month, the organization announces "Take your children to work day", in an attempt to build employee's morale.

- A. Announces
- B. In an attempt
- C. Build
- D. Employee's

**Correct Option: A**

**Explanation:**

The sentence is grammatically correct as the tense used is wrong. The tone is of past as it says "last month." Therefore, there should be "announced" instead of "announces."

### Question 3.

Students that need assistance with university applications can take instant help from the Guidance Department.

- A. That
- B. With university
- C. Can take
- D. Help from the

**Correct Option: A**

**Explanation:**

Here the pronoun is "students", reflecting people where "that" should be replaced with "who."

### Question: 4

She have been looking for her lost watch for two hours but she did not find it.

- A. Have been

- B. But
- C. did
- D. None of the above

**Correct answer: A**

**Explanation:**

The verb form here is incorrect. The subject "she" requires the correct auxiliary verb "has" instead of "have" to form the present perfect continuous tense. The correct form would be "She has been looking."

### **Question: 5**

She said that she was ill but I have seen her partying yesterday.

- A. was ill
- B. have seen
- C. partying
- D. None of the above

**Correct answer: B**

**Explanation:**

Since this sentence refers to the past (yesterday), 'have seen' will be replaced by 'saw'.

I SAW- it is used for past simple tenses. It means that it was done in the past days.

I have seen-it is used for the present perfect tense. It means that it has been done in the present time.



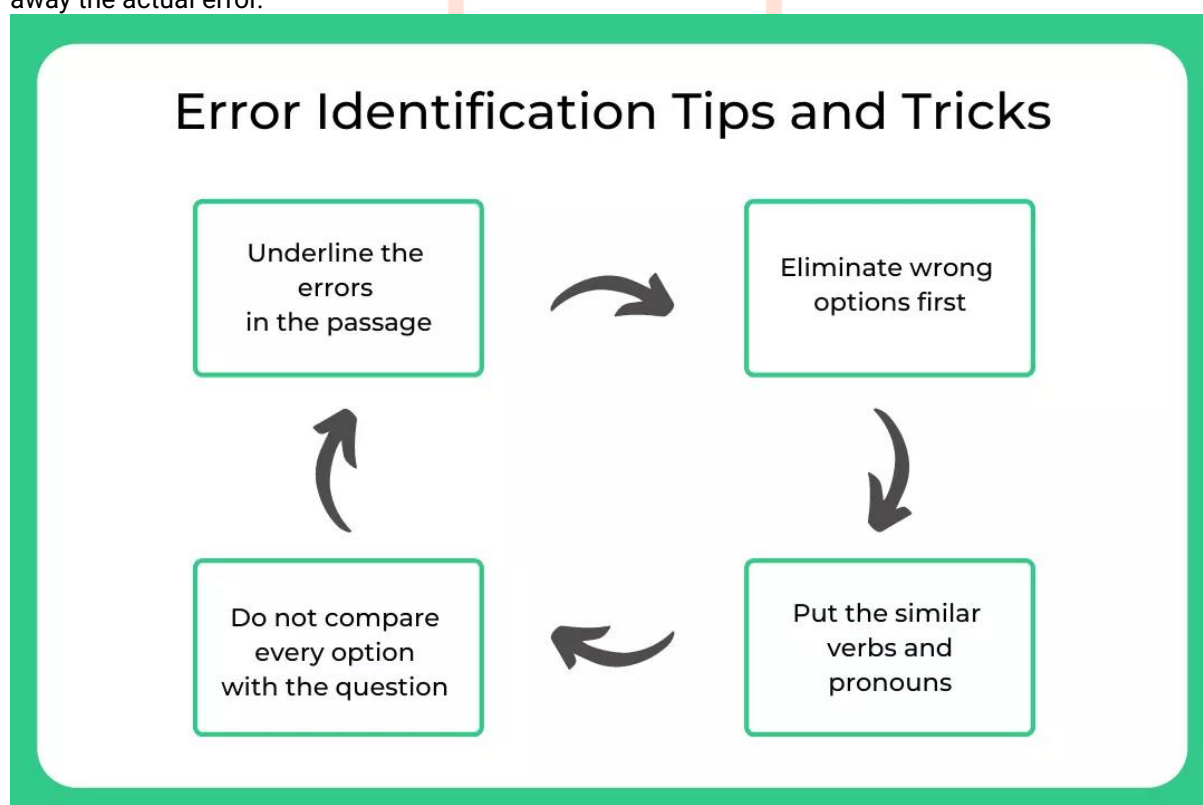
## Tips And Tricks And Shortcuts On Error Identification

### Error Identification Tips and Tricks and Shortcuts:

The Tips and Tricks and Shortcuts for Error Identification are important to know because it can help you solve a question quicker than with greater accuracy.

There are some tips and tricks given below that will help you to quickly solve such types of questions and save your time for the remaining questions.

**This is a Quick Tip:** Concentrate on the overall sentence structure instead of looking for single term errors in the sentence. This way when you read the sentence multiple times, it will start giving away the actual error.



### More Error Identification – Tips and Tricks and Shortcuts

#### 1. Read the sentence:

Read the sentence carefully and try to find errors or words that are illogical and contains grammatical errors.

2. **Take a look at the options given:**

Look carefully for all the possible choices and check if the sentence needs change or not, as there are many sentences that do not require change and are given to confuse the reader.

3. **Substantiate your choice with a reason:**

In the above case, if you feel the sentence seems right, then try replacing or putting the words in the place to check if any other option seems correct or fit in the context.

4. **Pick the option that makes most sentence:**

Sometimes replacing different options in the question can help you understand the tone or the context of the sentence. This can help you identify the correct grammar that should be used instead.

The most common errors that can be found in a sentence are from varied grammatical topics. Let's take a look at some:

- Verbs
- Pronoun
- Preposition
- Adjectives
- Gerund (ing form of verb)
- Noun
- Relative Pronoun
- Adverbs
- Subject and Object
- Comparative degree words
- Redundancy
- Parallelism

## **Type 1. Identify Error**

Question 1.

No one dares to disobey Ms. Johnson, as she is the strictest between all the teachers.

- A. Dares
- B. Strictest
- C. Between
- D. No error

Correct answer: C

Explanation:

Between is used to denote two people, and the above sentence talks about all the teachers, where “among” should be used.

Question 2

Shia hearing the news of mars mission which was initiated by ISRO.

Options

- A. Hearing
- B. Of
- C. Which
- D. was
- E. No error

**Correct Option A.**

Shia heard the news of mars mission which was initiated by ISRO.

Question: 3

Me and my friends went on a trip to manali last summers.

Options:

- A. went

- B. trip
- C. summers
- D. No error

**Correct option: C**

**Explanation:**

Me and my friends went on a trip to Manali last summer. Summers is not a valid word, because summer is one season, not many. Therefore, the word 'summer will be used instead of 'summers'

Question:4

**M.S Dhoni are also called Captain cool.**

- A. MS Dhoni
- B. Are
- C. captain cool
- D. No error

**Correct option: B**

**Explanation:**

M.S Dhoni is also called Captain cool- This should be the correct answer. Since M.S Dhoni singular, 'is' should be used instead of 'are'

Question: 5

**Because Rahul and Rohit were playing cricket, the ball hit a lady that was sitting on the bench.**

Options:

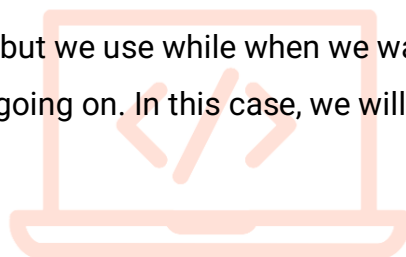
- A. because
- B. were
- C. was sitting
- D. no errors

**Correct option: A**

**Explanation:**

While Rahul and Rohit were playing cricket, the ball hit a lady that was sitting on the bench- This should be the correct answer.

Because stands for reason, but we use while when we want to show an activity is happening while another is going on. In this case, we will use 'while' not 'because'.



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## **Rules For Paragraph Ordering**

### **Rules for Paragraph Ordering**


**The Rules for Paragraph Ordering states us to arrange the jumbled paragraph in logical order.**

For example, paragraph can be arranged in sequence and time. In another sentence, are arranged in least to high important sequence or may be this sequence can be vice versa.

**Rule –** Choose the option wisely in paragraph ordering and try to eliminate options an pairs that do not give meaning.

**Rule:-** Choose the option wisely in paragraph ordering and try to eliminate options an pairs that do not give meaning.

## Rules for Paragraph Ordering



- 1 → Understand the Topic / Central Theme
- 2 → Find the leading / opening sentence
- 3 → Link the sentences with grammar clues
- 4 → Look for the connecting / transition words
- 5 → Arrange them in a meaningful sequence

## Rules for Paragraph Ordering

Here are few Rules you need to follow while solving Passage Ordering Questions, go through them in detailed:

- Understand the Topic
- Find the leading sentence
- Linking of the paragraph
- Connecting Words
- Sequential Paragraphs
- Arrangement of Paragraph

### Rules For Paragraph Ordering:-

1. The main skill here is to have the **ability to understand** how sentences and paragraphs link with one another. It is primarily important to know the whole context of the paragraph and the parent theme of the content piece.

2. The first goal here is to **find the leading paragraph**, which you think contain the starting line of the whole content. It is easy as the starting line of the paragraphs have some cliché which helps you recognize the same.
3. When looking for the second paragraph remember to **link the above paragraph and** context with what you search next.
4. Look or **search for connecting words** such as however, moreover, and more to identify the next paragraph in line.
5. **Sequential paragraphs in a script** are supposed to put in to the meaning of the passages before them. If part A discusses about a common concept, section B may give extra information or specifics of it in a certain time and passage C could contain a case of the theory. Search for such connections and use them to place the parts in the correct order. An instance would apparently not come before the description of the overall theme of the paragraph or the passage!
6. After reading all the paragraphs, identify the link among each of them which will help in **arranging the segmented passage into** one.

### Important Facts

- You should understand how each paragraph in the passage or text transition from one to another.
- Notice grammar clues in the paragraphs and look for the sentences that can link with the clues.
- Sometimes while re-reading the paragraphs, you might feel that a paragraph can be moved somewhere else to elevate the impact or meaning of the text.

## How to Solve Paragraph Ordering Questions Quickly

### How To Solve Paragraph Ordering Quickly

**Paragraph Ordering Questions** are sets of connected sentences in some random order, which when ordered, create a meaningful paragraph. On this page you will learn How To Solve Paragraph Ordering Questions Quickly in helpful ways.





**To Solve Paragraph Ordering, Look for a mandatory pair among all the sentences –**

Mandatory pair is a set of statements which seem to come one after the other.

- Whenever you sense a mandatory pair, just look at the choices.
- If only one choice has the pair, that might be the answer.
- But obviously if more than one choice has the same mandatory pair then we should adapt some other steps as follow.

## How To Solve Paragraph Ordering

With the use of certain type of words it becomes easy to arrange the sentences in a meaningful paragraph.

 <p><b>Introductory</b> (firstly, in the beginning, Once upon a time)</p>	 <p><b>Carry Forward</b> (and, so, moreover)</p>
 <p><b>Contrasting</b> (but, however, nevertheless)</p>	 <p><b>Conclusive</b> (finally, thus, eventually)</p>

**How To Solve Paragraph Ordering: Important**



1. Definite pairs are the sentences which will come together. For example, it is found that AD is a definite pair.
2. Therefore, any pair of the options which do not have AD as the pair will be **eliminated** from the given options.
3. Again use **Noun-Pronoun relationship** approach where the noun will come in the first statement and will be replaced by pronouns in the second statement.
4. The sentence containing **noun and the sentence containing pronoun will come together**
5. Look for the sentences explaining **cause and effect**. The sentence with the cause and the sentence with the effect will come together.
6. Look for **signpost clues** like 'but' and 'and.'

## How To Solve Paragraph Ordering Question

### 1 – Identifying the First and Last Sentence:

- Read the complete sentences and find the essence of the statements.
- Try to collect the clue words like firstly, in the beginning, Once upon a time, etc.
- Try to find a sentence which introduces a topic or person or idea.
- Use Noun-Pronoun relationship approach where the noun will come in the first statement and will be replaced by pronouns in the second statement.
- The below points will clear your doubt on how to eliminate sentences which cannot be opening sentence.
  - **Carry forward words:** Words like “and, so, moreover” which carry forward a line of thought expressed in the earlier statement.
  - **Contrast words:** Words like “but, however, nevertheless” which create a Contradiction with the earlier line of thought.
  - **Conclusive words:** Words like finally, thus, eventually etc. which conclude. If a particular statement looks like a good starting point.

### 2 – Understand the Noun Pronoun Relationship:

In any passage, the Proper Noun always comes first followed by a pronoun. So if you spot a proper noun in any passage then be sure that it is going to come first or before another sentence that has a pronoun in it.

### 3 – Cause and Effect Relationship

Any type of Cause and Effect statement will be arranged chronologically. it might so happen that the cause comes first and then the effect or the effect might lead the cause. in both the situations, the two pair will always come together.

### 4 – General before Specific

Before moving towards a specific idea, any argument starts with a general statement or general summary. So remember to use the general connotation first and then head over to the specifics of the argument.

## **Sample Questions - Paragraph Ordering**

### **Type 1 – Arrange the paragraphs**

Question 1 :

**Order the given sentences into a Paragraph .**

- A. Passivity is not, of course, universal.**
- B. In areas where there are no lords or laws, or in frontier zones where all men go armed, the attitude of the peasantry may well be different.**
- C. So indeed it may be on the fringe of the un-submissive.**
- D. However, for most of the soil-bound peasants, the problem is not whether to be ordinarily passive or active, but when to pass from one state to another.**
- E. This depends on an assessment of the political situation.**

**Options :**

- A. ECABD**
- B. CDABE**
- C. ABCDE**
- D. EDBAC**

**Correct Option: C**

**Explanation :**

Look at the pronoun in sentence C. Let us find, what is "it" here referring to? It here refers to un-submissive.

In sentence A, it cannot refer to "passivity," in sentence B "attitude can be referred as un-submissive, in sentence D, "problem cannot be un-submissive and in sentence E, "political situation" cannot be un-submissive.

Therefore, BC is a definite pair. Now, look at the options given. The link BC is only present in option 3, and we need not look any further.

Question 2 :

**Rearrange the following six sentences A, B, C, D, E and F in the proper sequence to form a meaningful paragraph.**

- A. But in the industrial era destroying the enemy's productive capacity means bombing the factories which are located in the cities.**
- B. So in the agrarian era, if you need to destroy the enemy's productive capacity, what you want to do is burn his fields, or if you're vicious, salt them.**
- C. Now in the information era, destroying the enemy's productive capacity means destroying the information infrastructure.**
- D. How do you do battle with your enemy?**
- E. The idea is to destroy the enemy's productive capacity and depending upon the economic foundation, that productive capacity is different in each case**
- F. About defense, the purpose of the military is to defend the nation and be prepared to do battle with its enemy.**

Options :

- A. FDEBAC
- B. FCABED
- C. DEBACF

D. DFEBAC

E. ABCDEF

**Correct Option: B**

Explanation :

Look at the transition word “but” in the first sentence. It signifies that the sentence is expressing an idea contrary to an idea expressed in some previous sentence. Now we need to find that previous sentence.

If we further look at the beginning of the first sentence, it says “but in the industrial era...” which suggests that the contrariness is with respect to eras. Looking further, we see that sentence B and C are also starting with a statement about eras. But the transition word at the start of C is “now” which expresses present era and hence it cannot chronologically come before any other past era.

That is, if the information era is the present era, talk about any other era will come before this.

So sentence B is the correct sentence to come before the first sentence. Likewise, sentence C is the correct sentence to come after the first sentence (sentence C is continuing the idea).

Therefore, we have the link BAC. We see that option 1, 3 and 4 all have the link BAC. Furthermore, all the three options have the link EBAC. Therefore, we only need to arrange D and F.

The sentence F states that “The purpose is — to battle with the enemy” and D questions “how do you battle with the enemy?” Therefore, D will come after F.

Hence FDEBAC is the correct arrangement.

Question: 3

**Arrange the following sentences to form a coherent paragraph:**

Renewable energy sources such as solar and wind power are crucial in reducing carbon emissions.

Climate change poses a significant threat to the planet and requires urgent action.

Sustainable practices should be adopted in all aspects of life, including energy consumption and waste management.

International cooperation is essential in addressing global environmental challenges.

A) bdca

B) cdab

C) abcd

D) bcad

Correct answer: BCAD

Explanation:

The paragraph starts with the statement that climate change poses a significant threat to the planet and requires urgent action (sentence b). Then, it emphasizes the importance of sustainable practices in all aspects of life, including energy consumption and waste management (sentence c). Next, it mentions the role of renewable energy sources in reducing carbon emissions (sentence a). After that, it concludes with the suggestion that international cooperation is essential in addressing global environmental challenges (sentence d).

Question: 4

**Arrange the following sentences to form a coherent paragraph:**

The importance of mental health awareness and support has gained recognition in recent years.

Stigma surrounding mental health should be eliminated to encourage seeking help.

Access to mental health services should be improved and made more affordable.

Psychological well-being is essential for overall health and productivity.

1. bdac
2. adbc
3. abdc
4. acbd

Correct answer: ADBC

Explanation:

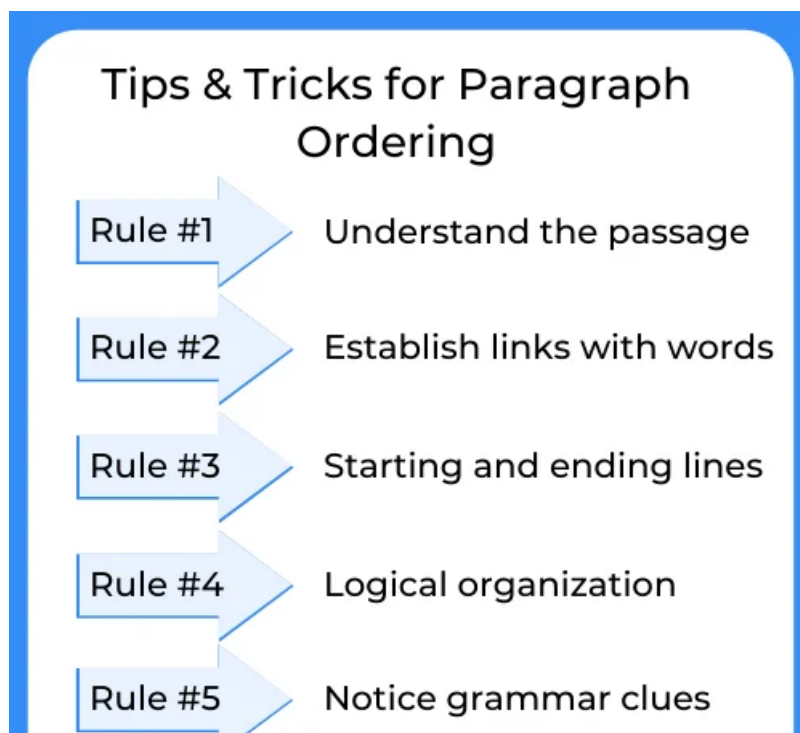
The paragraph starts with the statement that the importance of mental health awareness and support has gained recognition in recent years (sentence a). Then, it addresses the need to eliminate stigma surrounding mental health to encourage seeking help (sentence b). Next, it mentions the importance of improving access to mental health services and making them more affordable (sentence d). Finally, it concludes with the statement that psychological well-being is essential for overall health and productivity (sentence c).

## **Tips And Tricks And Shortcuts For Paragraph Ordering**

### **Tips And Tricks And Shortcuts For Paragraph Ordering**

- Check for the Independent Sentence.- Try to ask question with yourself among all the sentence which paragraph ordering sentence is dependent.
- Look for the Noun-Pronoun- Grammar can help in identifying the relationships between the sentence. For Ex- in sentence para “She” in it, then ask with yourself. How She is referred to ?

- Always look for the words that connect other para- Look for the sentence that completes the relationship indicated by another paragraph.
- **Let's try some practical questions to understand the topic precisely.**



## Tips And Tricks And Shortcuts On Paragraph Ordering:-

Here are few Tips and Tricks and Shortcuts of passage ordering and will help you in solving the question easily:

- A good sign of English vocabulary is to **understand the link or connection** between paragraphs.
- A good speaker is fairly judged by his or her **ability to relate each part of the text with one another.**
- A lengthy text is often written to give a **deep or detailed meaning** of the theme. The various sentences and paragraphs play an important role.
- They complement each other and **collectively express the meaning** of the passage.
- This is what basically asked in the **Reorder Paragraph questions** in the Reading section of competitive examinations.

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## Tips and Tricks and Shortcuts for Paragraph Ordering

Have a look at some tips to get insights about solving questions based on paragraph ordering. Although there is no precise method to answer paragraph ordering questions, nevertheless more and more practice can bring perfection in solving these type of questions.

Tip.1- Understand the passage:

- Reading the paragraphs and **understanding the tone of the passage** is the key to arrange the paragraphs. It is considered as the base or a critical step to solving these questions.

Tip.2- Link Establishment:

- After reading the sentences try to **establish a link between them** that fits the tone of former paragraphs.

Tip.3- Logically Organization:

- Suppose there are four sentences given; A, B, C, and D. Initially, you have to read all of them and try to find a relation between the paragraphs. Consider that sentence B and sentence D are related to one another in some conventional way. Half of our work already ends here, as now we only have option A and C to deal with. Now, all we have to do is to **organize them in a logical way** that makes sense.

Tip.4- Arrangement:

- The aim here is to **locate the initial paragraph, which you think have the starting line or tone of the whole content**. It is easy as the starting line of the paragraphs are cliché that helps you identify them.

Tip.5- Notice Clues:

- **Notice grammar clues** in the paragraphs and look for the sentences that can link with the clues.



Look at the below-mentioned example to have a better understanding of the type of sentences:

## Paragraph Ordering Tips and Tricks– Arrange the paragraphs

Question 1.

The below-mentioned sentences are not in order. Arrange them in a logical order:

- I. The clarification of Mrs. Johnson's message is concisely this.
- II. If forced to the farthest point, she might turn against Chris and publicly declare the conspiracy in which she had involved together with Chris's intention in incarcerating his wife.
- III. She had had a meeting with Dr. James, in which she had so brutally criticized the physician that the latter ultimately turned mad and rebellious, as well as humiliated.
- IV. Her trip to Spain had done no good.

Choose the correct order:

- A. I, III, IV, II
- B. I, IV, III, II
- C. II, III, IV, I
- D. I, II, IV, III

**Correct Answer: B**

Explanation:

The paragraph must be – The clarification of Mrs. Johnson's message is concise. Her trip to Spain had done no good. She had had a meeting with Dr. James, in which she had so brutally criticized the physician that the latter ultimately turned mad and rebellious, as well as humiliated. If forced to the farthest point, she might turn against Chris and publicly declare the conspiracy in which she had involved together with Chris's intention in incarcerating his wife.

Question 2.

**Select the correct order, First and last sentences are given to you as a hint, find the others.**

- I. It removed the black specs from Cindy's nose, and for a minute her eyes were visible.**
- II. She changed them quickly, but not in time. Jennifer's sharp eyes noticed her.**
- III. To Jennifer it was cool, but Cindy clearly did not appreciate it.**
- IV. The path was a bad one, bumping the car without mercy.**
- V. Eventually, one bump came, almost turning over the vehicle.**

Choose the right order:

- A. I, III, II, IV, V
- B. IV, III, II, I, V
- C. V, IV, III, II, I
- D. III, II, I, V, IV



**Correct Answer: A**

Explanation:

The correct paragraph – It removed the black specs from Cindy's nose, and for a minute her eyes were visible. To Jennifer it was cool, but Cindy clearly did not appreciate it. She changed them quickly, but not in time. Jennifer's sharp eyes noticed her. The path was a bad one, bumping the car without mercy. Eventually, one bump came, almost turning over the vehicle.

Question: 3

**Arrange the following sentences to form a coherent paragraph:**

Gender equality should be promoted in all aspects of society.

Women's empowerment includes ensuring their access to education and healthcare.

Societal norms and stereotypes often confine women to traditional gender roles.

Women's participation in decision-making processes should be encouraged.

A) cbda

B) adbc

C) cabd

D) bdca

**Correct Answer: C**

**Explanation:**

The paragraph starts with the statement that societal norms and stereotypes often confine women to traditional gender roles (sentence c). Then, it mentions the importance of promoting gender equality in all aspects of society (sentence a). Next, it addresses women's empowerment, specifically emphasizing the need to ensure their access to education and healthcare (sentence b). Finally, it concludes with the suggestion that women's participation in decision-making processes should be encouraged (sentence d).

Question: 4

**Arrange the following sentences to form a coherent paragraph:**

Women have made significant contributions to various fields throughout history.

Gender discrimination hinders women's progress and opportunities.

Society should challenge gender stereotypes and biases.

Women should be provided with equal opportunities for career advancement.

Options:

A) bacd

B) cbda

C) adbc

D) dcba

**Correct Answer: B**

**Explanation:**

The paragraph starts with the statement that society should challenge gender stereotypes and biases (sentence c). Then, it addresses the issue of gender discrimination and how it hinders women's progress and opportunities (sentence b). Next, it mentions that women should be provided with equal opportunities for career advancement (sentence d). Finally, it concludes by acknowledging the significant contributions women have made to various fields throughout history (sentence a).

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## Rules For Grammar

### Rules for English Grammar:-

English is a diversified and important language where grammar and tools play an important role. There are a number of grammar rules that exist, in which punctuation, sentence structure and parts of speech are important to build an effective writing foundation. Let's have a look at some basic grammar rules:

**Information on Basic grammar** Go through all the topics of grammar like Tense, Article, Preposition, Synonym, Idiom Phrases etc. to understand well the topics

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# Rules For Articles | Articles a, an, the rules

## Rules for Articles

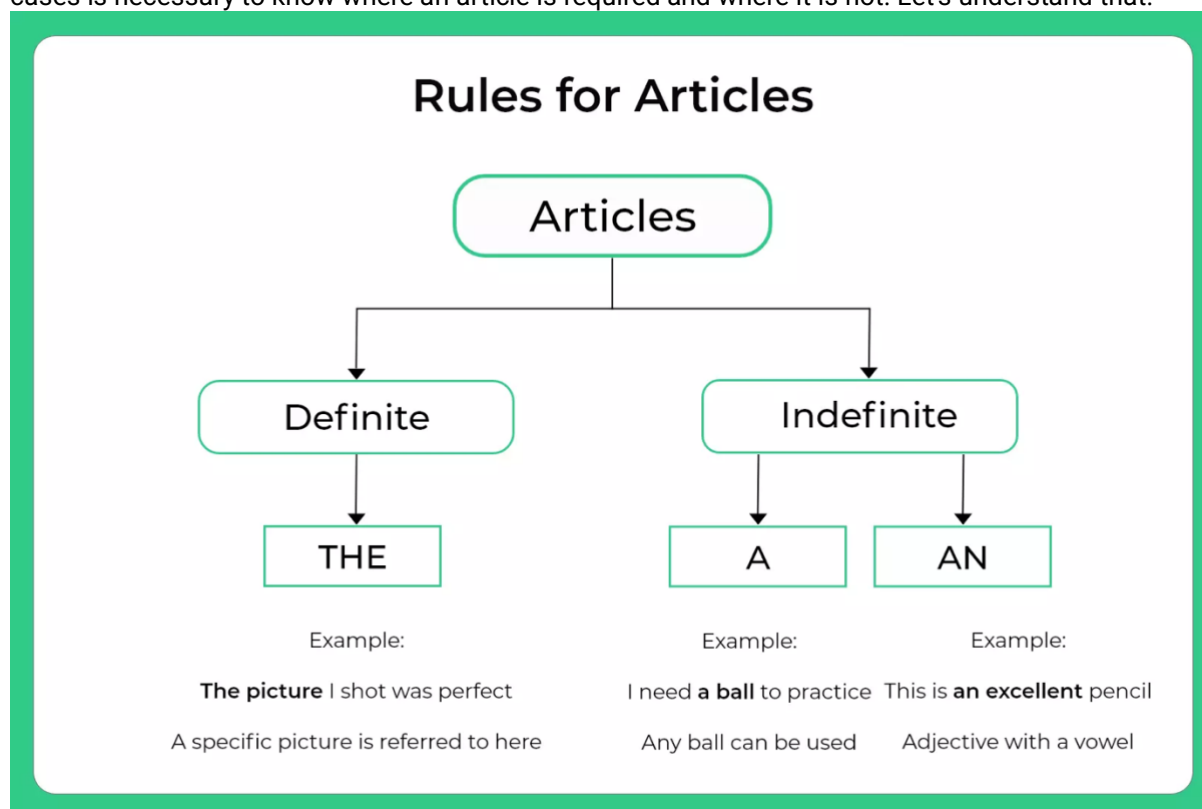
Rules for Articles is given here on this page!!

Articles are words that defines a noun to be specific or general. They are namely

– ‘A’, ‘An’, ‘The’. Here are some rules for articles :

- A – used before consonants
- An – used before vowels
- The – used for specification of a noun.

**Use Cases:** In Grammar, there are numerous cases where an article is not used. Identifying those cases is necessary to know where an article is required and where it is not. Let's understand that.



# Rules for Articles

**Example:**

*The girl from the coffee shop was blonde.*

With the use of ‘**the**’ in the sentence, we clearly bring out that the girl was a **specific** girl coming out from a **specific** coffee shop.

***A girl from a coffee shop was blonde.***

With the use of 'a' in the sentence, we extract that the girl could be **any girl** coming out of **any coffee shop** in general.

## **The Definite Article**

- The Definite Article from among the three articles is '**THE**'.
- It specifies the **objectivity of a noun**.
- The definite article walks you through the **particularity of a noun**.
- For example, your friend might ask, "Are you willing to participate in the competition this year?" The definite article 'the competition' tells you that your friend is talking about a particular competition that the two of you know of.
- The definite article can be used with **singular, plural, or uncountable nouns**.
- With definite article it becomes **easy to identify a noun in a sentence** that might be otherwise vague or not clear in concept.

## **The Indefinite Article**

- The indefinite article comes in the form of two articles – '**a**' and '**an**'. '**A**' is used before **any consonant while 'an' takes its place before a vowel**.
- The indefinite articles walk you through **the general idea of a noun** as a contrast to definite article.
- For example, you might ask your mom, "Should I wear a jeans to the party?" Your mom will know that you're talking about wearing a jeans to the party. Not a particular one but jeans of any color or design.
- "Why don't you wear an ankle length jeans?" your mom replies back. Here the indefinite article 'an' talks about a jeans of ankle length but not specifying which one.

## **Rules for Articles: Using Indefinite Article 'A' & 'An'**

**Rule 1:**

In the singular sequence, a common noun also has an article prior to it. But an article doesn't necessarily need a traditional plural noun. A plural common noun will have the article 'the' if we want to designate the noun.

**Example:**

- I ate a banana. (Refers to a random banana)
- I ate bananas at home. (No article is required)
- I have eaten the bananas again (Refers to the banana i have eaten earlier)
- I have eaten the bananas again before leaving the house. (Refers to the particular bananas which I ate earlier at the house.)

**Rule 2:**

You can choose between the two indefinite articles – *a* & *an* – by its sound. **There are some exceptional cases against the general use of 'a' and 'an'**

- a university, a union, a useful book, etc.
- a one-dollar book, a one-man army, etc.
- an MA, a BA, an LLB, a BSC, etc.

**Rule 3:**

*A or an* – sometimes a sentence can **translate a Proper noun into Common noun**. Proper nouns are generally not preceded by articles but when it changes to common noun it needs an article.

**Example:**

- She regards herself as a Shakespeare. (Here, Shakespeare isn't the person but a reference)
- He thinks his house is a Palace.

**Rule 4:**

We use indefinite articles to **represent a number that is generally 'one'/'each'/'per'**.

### Example:

- I am an hour late for the meeting. (One hour late)
- I have a car. (One car)
- The plane can travel 5m an hour ( one hour or per hour)

### Rule 5:

**Indefinite articles are often used before any descriptive adjectives.**

### Example:

- He is a good boy.
- What a nice car!
- She is a brilliant dancer

### Rule 6:

**'A' sometimes precede determiners, for example, *a few, a little, a lot of, a most*, etc. However, when you write a sentence using *many*, 'a' or 'an' is used after it.**

### Example:

- I have a few pens lying around on the table.
- There is a little water in the bottle
- Many a man tried to rescue the girl, but none could.

**Why 'many a'** many a' is used along with a singular noun to reflect a large number or group of people or things.

## **Rules for Articles: Using Definite Article 'The'**

### Rule 1:

**'The'** is used to define anything specific or particular hence the name definite article.

### Example:

- The lady is standing. ( a particular lady)



- I heard the dog barking. (a specific dog who was barking)
- Where is the book that i had lent you last month. (a specific book)
- I gave her a dress but she ripped the dress. ('a dress' becomes the dress' in the second clause because the dress was not general anymore. It was the specific one that I lent.)

## **Rule 2:**

At some places we can use 'the' to specify a particular group or class.

### **Example:**

- The cows are domestic animal. (Refers to the whole group of cows.)
- The millenials are an advanced generation
- The honest are always honored (The+adjectives = plural noun)
- The genius are always valued

## **Rule 3:**

To specify or particularize any non countable nouns, we can use 'the'

### **Example:**

- The stars in the sky shine so bright
- The sand in the desert is too hot.
- The water in this bottle is cold

## **Rule 4:**

'The' article is used to address anything that is exclusive or unique (one of a kind).

### **Example:**

- The earth is round
- The sun shines bright
- The poles have a cold temperature

## Rule 5:

Generally, using 'the' for regional nouns relies on the scale and plurality of the objects referred to by such nouns. Except in some situations, 'The' is commonly used everywhere.

Let's take a look at the exceptions first.

### 'The' must not precede:

Names of:

- - Continents: America, Asia, Europe, Australia etc.
  - Countries: *India, France, Spain*
  - States, cities, towns, or streets.
  - **Singular** lakes, bays, mountains – *Mount Everest, Mount Fuji*, etc.
  - Languages: *Spanish, Russian, English*, (You can use 'the' before languages to portray the people from such places)
  - Sports, discipline/subject: *mathematics, english, history, geography*.

### 'The' must precede.

After listing the exceptions, let's now see which geographical divisions can precede with 'the'.

Names of:

- - Oceans, gulfs, seas, and rivers: *the Pacific, the Atlantic, the Nile, the Murray River*,
  - Countries with United states or islands: *the United States of America (the USA), the UK, the UAE*,
  - Great lakes: *the Great Lakes, the African Great Lakes*
  - Mountain **ranges**: *the Himalayas, the Alps, the Andes*, etc.
  - Groups of Islands: *the West Indies, the Andamans*, etc

### SAMPLE QUESTIONS

#### **Question: 1**

Choose the correct article from the options given below.

\_\_\_\_\_ moon looks beautiful tonight.

1. A
2. An
3. The
4. No Article

#### **Explanation:**

When referring to a unique celestial body like the moon the definite article "the" is used.

#### **Question: 2**

Choose the correct article from the options given below.

Laura is studying hard to clear \_\_\_\_\_ engineering entrance exam.

1. A
2. An
3. The
4. No article

#### **Explanation:**

Since "the" is used as the definite article to indicating specifically – "engineering entrance exam".

#### **Question: 3**

Choose the correct article from the options given below.

Arnold is \_\_\_\_\_ honest person; he never tells lies.

1. A
2. An
3. The
4. No article

**Explanation:**

When a noun begins with a vowel sound the indefinite article “an” is used. In this case “honest” begins with a vowel sound (“o”).

**Question: 4**

Choose the correct article from the options given below.

\_\_\_\_\_ Nile River is the longest river in Africa.

1. A
2. An
3. The
4. No article

**Explanation:**

The sentence is talking about a specific river “the” is used as the definite article to indicate that it is referring to the Nile River specifically.

**Question: 5**

Choose the correct article from the options given below.

I found \_\_\_\_\_ interesting book at \_\_\_\_\_ Lucknow public library yesterday.

1. an / a
2. the/a
3. an/the
4. the/the

**Explanation:**

“Interesting” starts with a vowel sound so we use the indefinite article “an” before it. We use the definite article “the” before “library” because it refers to a specific library.

## Rules For Speech And Voices

### Speech and Voices Rules

Here we are provided with rules for speech and voices to solve the verbal questions quickly and it is provided with the important rules for the each and every topic to analyze the concept and tricks to solve the questions easily and accurately .

With the help of these rules we can understand the basic concept and detail of the verbal topics asked in the companies and helped in the placement for the better score and result

## Speech

**Speech is the expression of thoughts in spoken words. It is known as something which is spoken.**

Here are some rules for Speech and Voices –

In general Language it is divided into two parts mainly:

- **Direct Speech –**
  - Speech which is used to convey directly and exactly what is said.
  - It is usually represented through inverted commas and quotes.
  - *Example – She said, "Go and close the door".*
- **Indirect speech –**
  - It is used to convey what was said indirectly instead of a direct speech.
  - *Example – She told me to go and close the door.*

## Voice

In general English language, **the transitive verb has two voices mainly Active voice and Passive voice.**

- **Active Voice –**
  - sentence has a subject that acts upon its verb.
  - *Example – She scolded him*
- **Passive Voice –**
  - a subject is a recipient of a verb's action.
  - *Example – He was scolded by her.*

This was the brief idea of how Speech and Voice works but let's get towards the detailed Rules for Speech and Voices on this page below. **Keep Reading.**

## Rules For Speech - Direct & Indirect Speech

Original	Transformed	Original	Transformed
This	That	Can	Could
These	Those	May	Might
Thus	So	Must	Had to / would have to
Hither	Thither	Now	Then
Come	go	Here	There
Hence	Thence	Ago	Before
Next week	Following week	Today	That day
Next month	Following month	Tomorrow	Next day
Will / shall	Would / should	Yesterday	the day before / the last day

### Rule 1 – Converting Direct to Indirect – Reporting Verb

- When a reporting verb in the direct speech sentence is in past tense, then while converting it to indirect speech, all present tense transforms to past tense.

- For Example:**

**Direct:** He said " I **am** playing guitar"

**Indirect:** He said (+ that) he **was** playing guitar.

### Exceptions:

- While translating to indirect speech, the tense remain the same if the direct sentence talks about any universal fact.
  - For Example:**

**Direct:** She said, "We **cannot live** without food".

**Indirect:** She said that we **cannot live** without food.
- When a reporting verb in the direct speech sentence is in present tense or future tense, then while converting it to indirect speech, the tense doesn't change to past.

- **For Example:**

**Direct:** He **says/will say**, "I will come tomorrow"

**Indirect:** He **says/will say** He will come tomorrow.

## Rule 2 – Converting Direct to Indirect – Present to Past

- **Simple Present Changes to Simple Past**

- **For Example:**

**Direct:** My mother said "**I am** in the market"

**Indirect:** My mother said that **she was** in the market.

- **Present Perfect Changes to Past Perfect.**

- **For example:**

**Direct:** "I **have been** dancing all day" she said.

**Indirect:** She told me she **had been** dancing all day.

- **Present Continuous Changes to Past Continuous**

- **For Example:**

**Direct:** "I **am cleaning** the house", she said.

**Indirect:** She said that she **was cleaning** the house.

- **Present Perfect Changes to Past Perfect**

- **For Example:**

**Direct:** He said, "His team **has won** the match"

**Indirect:** He said that his team **had won** the match.

## Rule 3 – Converting Direct to Indirect – Past and Future Tense

- **Simple Past Changes to Past Perfect**

- **For Example:**

**Direct:** Mary said "I **went** to the market"

**Indirect:** Mary said that she **had gone** to the market.

- **Past Continuous Changes to Past Perfect Continuous**
  - **For Example:**

**Direct:** Karan told, "He ***was playing*** guitar".

**Indirect:** Karan told he ***had been playing*** guitar.
- **Future Changes to Present Conditional**
  - **For Example:**

**Direct:** She said, "I ***will play piano tomorrow*** at the auditorium"

**Indirect:** She said that ***she would play piano the next day*** at the auditorium.
- **Future Continuous Changes to Conditional Continuous**
  - **For Example:**

**Direct:** She said, "I'll ***be leaving*** the office next week"

**Indirect:** She said that she ***would be leaving*** the office the following week.

## Rule 4 – Converting Direct to Indirect – Interrogative Sentences

- **If a sentence begins with (what, where, when) as an interrogative sentence, then we do not use any conjunction (that).**
  - **For Example:**

**Direct:** "***Where*** do you work?" asked the neighbor

**Indirect:** The neighbor ***asked where I*** worked.
- **If a direct speech sentence begins with an auxiliary verb/helping verb, it takes the form of if / whether in the indirect clause.**
  - **For Example:**

**Direct:** She said, " ***Were*** you there at the party yesterday?"

**Indirect:** She asked ***if I*** was there at the party the last day.



- Reporting verbs in direct speech change to asked, enquired, demanded in indirect speech.

- For Example:

**Direct:** She said to me, "Where are you going?"

**Indirect:** She asked me where I was going.

**Direct:** She **said**, "Give me my watch back."

**Indirect:** She **demanded to** give her watch back.

## Rule 5 – Converting Direct to Indirect – Modal Transformation

In the process of translating direct to indirect speech, the modals change too:

1. Can changes to **could**
2. May changes to **might**
3. Must changes to **had to / would have to**

### For Example:

- #1
  - **Direct:** He said, "He **can** sing"
  - **Indirect:** He said that he **could** sing
- #2
  - **Direct:** She said, "I may go to school tomorrow"
  - **Indirect:** She said that she might go to school the next day.
- #3
  - **Direct:** Mary said, "I **must** attend the workshop"
  - **Indirect:** Mary said that she **had to attend the** workshop.

However the modals that do not change their forms are – **Could, Would, Should, Might, Ought to**

- #1
  - **Direct:** She said," I **ought to** complete the task by dusk"
  - **Indirect:** She said that she **ought to** complete the task by dusk.
- #2
  - **Direct:** Alex said,"I **would not** be able to pick her up from school"
  - **Indirect:** Alex said that he **would not** be able to pick her up from school.

## Rule 6 – Converting Direct to Indirect – Pronoun

**First Person** – I, Me, Myself, Mine, Our, Ours, We, Ourselves

**Second Person** – You, Your, Yourself, Yours.

**Third Person** – She, Her, Hers, Herself, He, Him, His, Himself, They, Them, Themselves, Their, Theirs,

- **First person changes as per the subject:**
  - **For Example:**  
**Direct:** He said,"I am a coach in karate."  
**Indirect:** He said that **he** was a coach in karate.
- **The second person changes as per the object of reporting speech.**
  - **For Example:**  
**Direct:**She says to **them**, "You have completed your task."  
**Indirect:** She tells them that **they** had completed **their** task.
- **The third person remains unchanged.**
  - **For Example:**  
**Direct:** She says, "**He** sings well."  
**Indirect:** She says that **he** sings well.

## Rule 7 – Converting Direct to Indirect – Request, Command, Wish, Exclamation

**NOTE:**In Indirect Speech we use some supportive verbs like requested, ordered, suggested and advised. We use forbid/forbade in negative sentences. Thus, the imperative in direct speech changes to infinitive (to) in indirect speech.

### For Example:

- - #1
 

**Direct:** She said to her 'Please fill this form'.

**Indirect:** She **requested** her **to fill** the form.
  - #2
 

**Direct:** Mary said to Alex,"Bring me the keys."

**Indirect:** Mary said Alex **to bring** her the keys.
- In Exclamatory sentences we remove the interjections (alas, oh, hurrah, bravo.....) and change the sentence to assertive.

### For Example:

- - #1
 

**Direct:** She said, "Alas! He is no more"

**Indirect:** She exclaimed sadly that he was no more.
  - #2
 

**Direct:** They said," Hurrah! We Won"

**Indirect:** They exclaimed excitedly that they won.

## Rule 8 – Converting Direct to Indirect – Change in Time

- In direct speech words that objectify nearness will translate to distance verbs in indirect speech.
  - - Now becomes then
    - Here becomes there
    - Ago becomes before
    - Thus becomes so

- Today becomes that day
- Tomorrow becomes the next day
- This becomes that
- Yesterday becomes the day before / the last day
- These become those
- Hither becomes thither
- Come becomes go
- Hence becomes thence
- Next week or month becomes following week/month

### For Example:

- - #1
 

**Direct:** He said, "I went to the market **yesterday**"

**Indirect:** He said that he had gone to the market **the last day**.
  - #2
 

**Direct:** She said "I kept the keys **here**"

**Indirect:** She said that she had kept the keys **there**.

## Rules of converting Indirect Speech into Direct Speech

**The rules that we follow to convert from indirect speech to direct speech are mentioned below:**

1. Reporting verbs should be used correctly – say, said, told.
2. There should be comma before the statement followed by inverted quotes (""") and the first letter should be capital.
3. Use questions mark, exclamation mark, quotations in the right place.
4. Remove unnecessary conjunctions (that, if, whether)
5. The reporting verb should be changes from past to present when converting from indirect to direct.

6. Past perfect tense should be changed to simple past or present perfect as needed.

### For Example:

- #1

**Indirect:** She asked if she was preparing for the exams.

**Direct:** She said to her, "Are you preparing for the exams?"

- #2

**Indirect:** Mary said that she couldn't complete the test the last day.

**Direct:** Mary said, "I could not complete the test yesterday."

- #3

**Indirect:** Rohan said that he was unwell.

**Direct:** Rohan said, "I am unwell."

## Rules For Voice - Active & Passive Voice

First Form	Second Form	Third Form	First Form	Second Form	Third Form
Be	Was / were	Been	Arise	Arose	Arisen
Do	Did	Done	Become	Became	Become
Choose	Chose	Chosen	Bind	Bound	Bound
Fly	Flew	Flown	Find	Found	Found
Sing	Sang	Sung	Found	Founded	Founded
Cut	Cut	Cut	Put	Put	Put
Cost	Cost	Cost	Bite	Bit	Bitten
Bend	Bent	Bent	Forbid	Forbade	Forbidden
Slay	Slew	Slain	Draw	Drew	Drown

### Rule 1 – Converting Active to Passive – Identifying Subject, Verb & Object

For translating the Voices, identifying the subject, verb and object is the first task.

**Subject + Verb + Object**

### Example:

- **She eats apple** – (Subject – She, Verb – Eats, object – Apple)
- **I wrote a letter** – (Subject – I, Verb – Wrote, Object – Letter)
- **He plays a piano and drums** – (Subject – He, Verb – Plays, Object – Piano and drums)

## Rule 2. Converting Active to Passive – Interchanging forms

**While converting a sentence from active to passive, the subject and the object interchange their position. Subject becomes the object and object becomes the subject.**

### Example :

- - #1
 

**Active voice** : She sings classical (Subject – She, Verb – sings, Object – Classical)

**Passive Voice** : Classical is sung by her. (Here, the subject and object interchange with each other. Now, Subject – Classical, Verb – sung, Object – her).
  - #2
 

**Active Voice**: He visits school

**Passive Voice**: School is visited by him.

## Rule 3. Converting Active to Passive – Ignoring the Subject

**It might so happen sometimes that while converting the sentence from active to passive, the subject can be removed if the sentence makes full sense without it.**

### Example :

-

○ #1

**Active Voice:** The police arrested her.

**Passive Voice:** She was arrested. (here, we know if we use arrested it will be by the police. Hence, we can ignore using the subject 'police' here.)

○ #2

**Active Voice:** We sell milk in litres

**Passive Voice:** Milk is sold in liters. (here, we know that we are talking about people who sell milk. hence using 'we' would be unnecessary)

## Rule 4. Converting Active to Passive – Changing Base Verb

When translating a sentence from Active to Passive Voice, the base verb is changed to the past participle which is then preceded by prepositions like by, in, with, at, to.

Example:

•

○ #1

**Active voice:** She cooks meals.

**Passive voice:** Meals are **cooked by** her.

○ #2

**Active voice:** I know him.

**Passive voice:** He is **known to** me.

○ #3

**Active voice:** Water fills the bottle

**Passive voice:** The bottle is **filled with** water

○ #4

**Active Voice:** The box contains red balls

**Passive Voice:** Red balls are **contained in** the box.

○ #5

Active Voice: His actions shock me.

Passive Voice: I am **shocked at** his actions.

## Rule 5. Converting Active to Passive – Changing Pronouns

While changing the voice, the pronouns also change along with it. Check the list below:

Active Voice	Passive Voice
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

## Rule 6. Converting Active to Passive – Tense Transformation

### Present Tense:

#### Simple Present tense:

- Active Voice – Subject + Verb + Object (*Mary eats banana*)
- Passive Voice – Subject + past participle + by object (*banana is eaten by Mary*)

#### Present Continuous Tense:

- Active Voice – Subject + is/am/are + verb(ing) + object (*She is doing her task*)



- Passive Voice – Subject + is/am/are + being + past participle + by object. (*The task being done by her*)

## **Past Tense:**

### **Simple Past Tense:**

- Active Voice – Subject + past verb + object (*She cleaned the blackboard*)
- Passive Voice – Subject + was/were + past participle + by object (*the blackboard was cleaned by her*)

### **Past Continuous**

- Active Voice – Subject + was/were + verb(ing) + object (*I was reading a book*)
- Passive Voice – Subject + was / were + being + past participle + by object (*A book was being read by me*)

### **Past Perfect**

- Active Voice – Subject + had + past participle + object (*He had left the food*)
- Passive Voice – Subject + had been + past participle + by object (*the food had been left by him*)

## **Future Tense**

### **Simple Future Tense**

- Active Voice – Subject + will + infinitive verb + object (*I will read the newspaper*)
- Passive Voice – Subject + will + be + past participle + object (*The newspaper will be read by me*)

### **Future Continuous**

- Active Voice – Subject + will be + present participle (ing) + object (*Mary will be watching the news today*)
- Passive Voice – Subject + will be + being + past participle + by object (*the news will be being watched by Mary today*)

### **Past Future Tense**

- Active Voice – Subject + would + infinite + object (*I would live in this house*)
- Passive Voice – Subject + would be + past participle + object (*This house would be lived in by me*)

## Rule 7. Converting Active to Passive – Imperative Sentence

- For an imperative sentence, the object **YOU** is generally missing **or not used**.
- The basic formula is – **Let + object + be/not be + V3 (third form of verb)**
- Sentences that use words like request, expect, order are **converted to request to, expected to or ordered to**.
- Requesting words like **please or kindly** are dropped from passive voice.

### For Example:

- #1  
**Active Voice** – Do it  
**Passive Voice** – Let it be done
  - #2  
**Active Voice** – Close the door  
**Passive voice** – Let the door be closed
  - #3  
**Active Voice** – Do not open the letter  
**Passive Voice** – Let the let not be opened

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Choose	Chose	Chosen
Fly	Flew	Flown
Sing	Sang	Sung
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## Rule 7. Converting Active to Passive – Imperative Sentence

- For an imperative sentence, the object **YOU** is generally missing **or not used**.
- The basic formula is – **Let + object + be/not be + V3 (third form of verb)**
- Sentences that use words like request, expect, order are **converted to request to, expected to or ordered to**.
- Requesting words like **please or kindly** are dropped from passive voice.

### For Example:

•

○ #1

**Active Voice** – Do it

**Passive Voice** – Let it be done

○ #2

**Active Voice** – Close the door

**Passive voice** – Let the door be closed

○ #3

**Active Voice** – Do not open the letter

**Passive Voice** – Let the letter not be opened

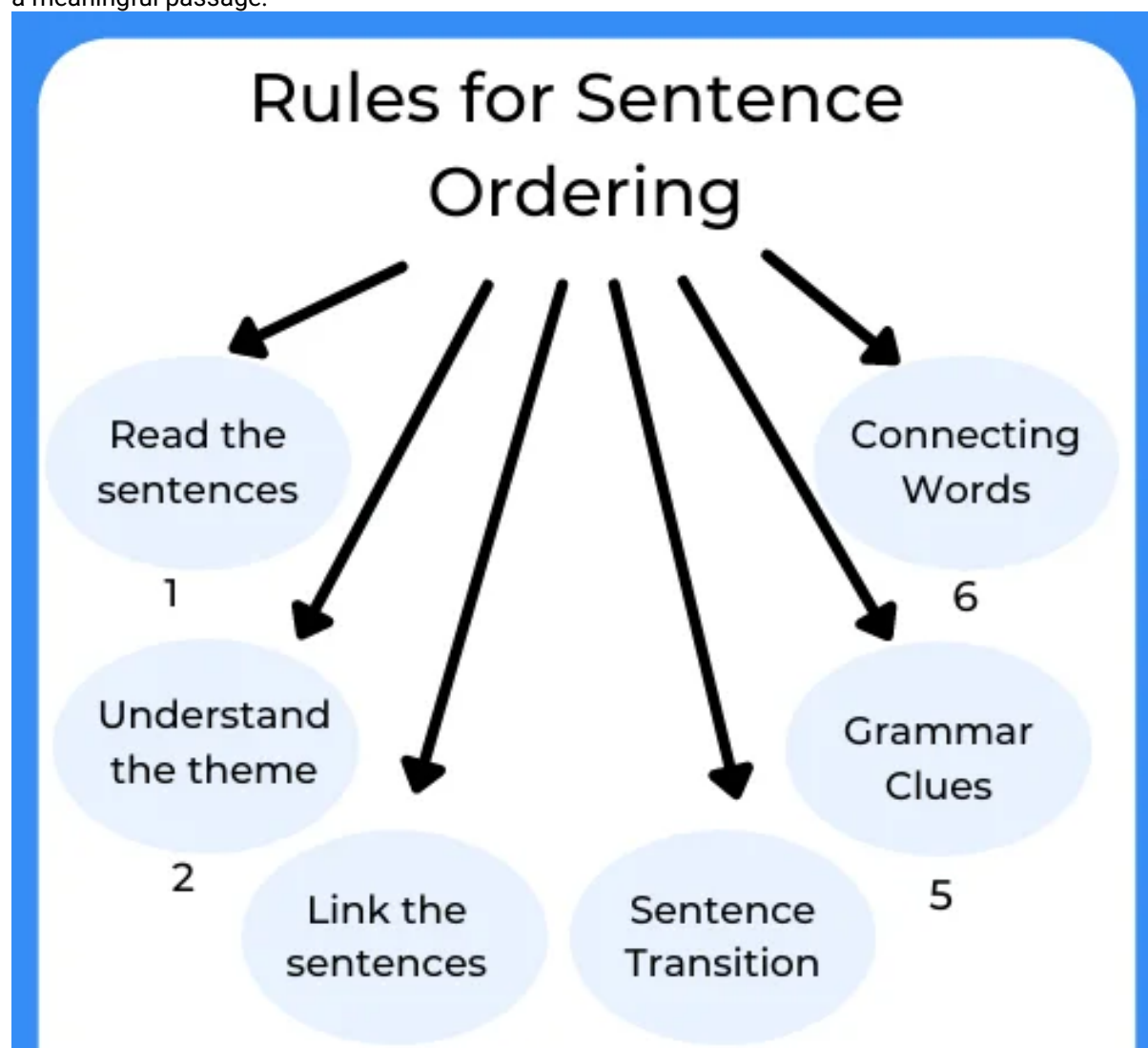
## Rules For Sentence Ordering

### Sentence Ordering Rules

Rules for Sentence Ordering are somewhat alike paragraph ordering only the length of the sentence is shorter here. It contains a group of jumbled up sentences, which we have to arrange in a systematized manner.

**Sentence Ordering** means to arrange the sentences in a logical order. In this type of question format, a passage or a sentence is fragmented into 6 parts.

**Important:**-You need to go through each sentence carefully, link them with proper words and make a meaningful passage.



## Rules For Sentence Ordering



**Below are some rules listed for you to read and understand the sequential order.**

- Read all the sentences
- Understand the theme
- Find the link between the sentences
- Sentence Transition is important
- Identify Grammar clues
- Look out for some connecting words

## Rules For Sentence Ordering In Details

**Now let's see the rules individually and understand what each of it means in details:**

1. **Read all the sentences** – First of all, Students need to read all the sentences and identify what it is about, Do not be in a hurry to read and connect. Take your time read all of them atleast twice to make it easy to comprehend and arrange.
2. **Understand the theme** – once you go through all the sentences, it becomes easy now to understand the main theme of the passage. Identify the keywords that describe the theme and try to bring them together in a logical order.
3. **Find the link between the sentences** – After identifying the keywords it is time to link the sentences. Find the link among each of them that will further help you in arranging the jumbled paragraph into one logical text.
4. **Sentence Transition is Important** – You must know how each sentence in the given paragraph transitions. For understanding this looks at the grammatical portion for this. The nouns, verbs, tenses. This will help you to create a meaningful storyline.

5. **Identify grammar rules** – To solve the sentence ordering you grammar skills needs to be on point. You should how parts of speech relates with another that will aid you in keeping up the meaning or logic of the given passage.
6. **Look out for connecting words** – Connecting words are the ones that help in a smooth transition of one line to the next. These words are however, therefore, hence, so, although etc. Look for these and see how they connect with other given sentences.

## Sentence Ordering: Skills Required:

- Proper ***analytical skills in grammar*** to understand and grab the core meaning of the passage and structure them into a meaningful passage.
- ***Good critical thinking skills*** that will enable you to connect the sentences and elevate the overall meaning of the given passage
- ***Grammatical knowledge and rules regarding parts of speech and their functionality*** should be known to help link the jumbles sentences.

## Sentence Ordering - Sample Questions

### Question 1

Order the following parts in proper sequence to obtain a correct sentence

P. the sparrows are few birds

Q. sparrows first scratch a hole in the ground with their feet

R. that engage in dust bathing

S. then lie in it and fling dirt or sand over their bodies with flick of their wings.

### Option

- A) PQRS
- B) RSQP
- C) QRPS
- D) PSQR

### Explanation

the sparrows are few birds that engage in dust bathing sparrows first scratch a hole in the ground with their feet then lie in it and fling dirt or sand over their bodies with flick of their wings.

### Question 2

Order the following parts in proper sequence to obtain a correct sentence

- P. sent into space in anticipation of man
- Q. a chimpanzee is one of the great apes.
- R. scientists have examined its mental capacities and
- S. and the nearest in intelligence to man.

Option

- A) SRPQ
- B) PRSQ
- C) RPSQ
- D) QSRP

### Explanation

a chimpanzee is one of the great apes and the nearest in intelligence to man  
scientists have examined its mental capacities and sent into space in anticipation of man.

### Question: 3

A- which can drive its economic growth and development.

B-The G20 provides a platform for India to engage with

C-India can leverage the G20 platform to attract investment and trade,

D-the world's largest economies and to promote its economic interests.

1. BDCA
2. BDAC
3. ACBD
4. ADBC

**Correct answer: A**

**Explanation:**

The G20 provides a platform for India to engage with the world's largest economies and to promote its economic interests. India can leverage the G20 platform to attract investment and trade, which can drive its economic growth and development.

**Question: 4**

A-availability of water and oxygen.

B-Water is most important necessity

C- of life for all the living beings on the earth.

D- Earth is the only known planet in this universe where life is possible only because of the

1. DABC
2. ABDC
3. ADBC
4. CBAD

**Correct answer: DABC**

**Explanation:**

Earth is the only known planet in this universe where life is possible only because of the availability of water and oxygen. Water is most important necessity of life for all the living beings on the earth.

Question: 5

A-Deforestation can be averted by various countermeasures.

B- This would help to resolve the loss of the trees cut down.

C- First of all, we should afforestation which is growing of trees in the forest

.D- Moreover, the use of plant-based products should increase.

1. ACDB
2. ABCD
3. ABDC
4. CDBA

**Correct answer:** ACDB

**Explanation:**

Deforestation can be averted by various countermeasures. First of all, we should afforestation which is growing of trees in the forest. Moreover, the use of plant-based products should increase. This would help to resolve the loss of the trees cut down.

PLACEMENT

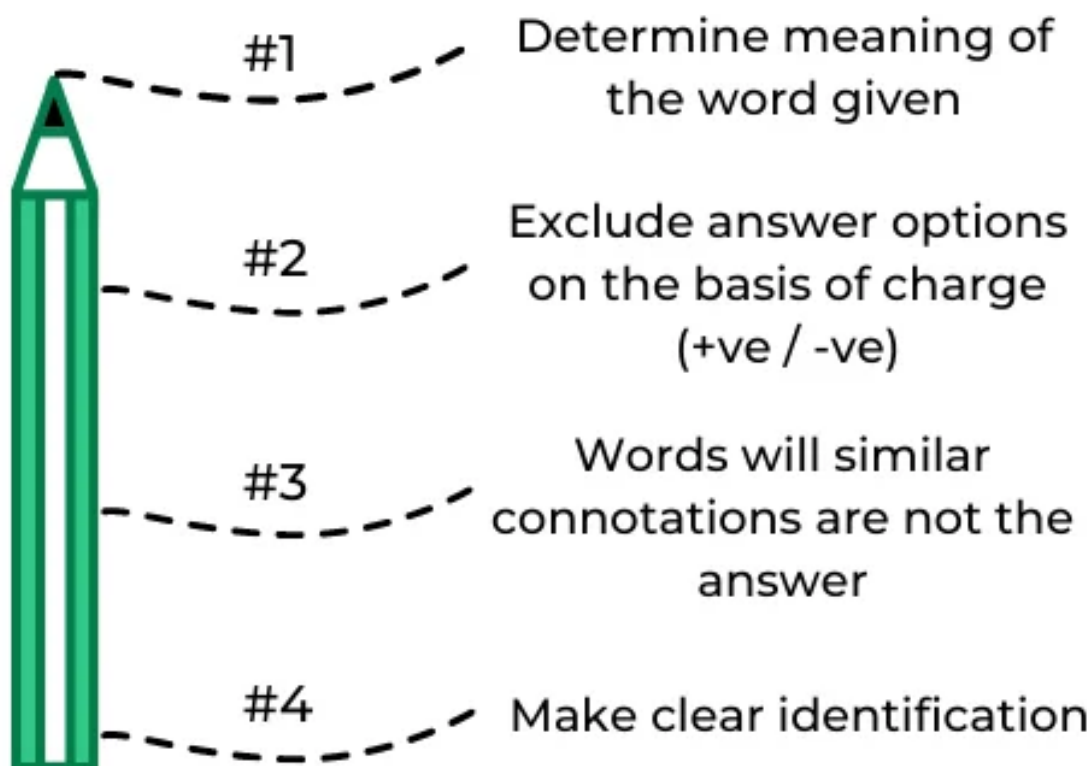
## **Rules For Synonyms And Antonyms**

### **Rules For Synonyms and Antonyms**

There are a number of tests and mock tests in which questions related to synonyms and antonyms can be found. Individuals find it difficult to identify the similar and opposite of the synonym and antonym, respectively. On this page we'll learn the **Rules for Synonyms and Antonyms –**

**Note:-**In the contemporary and highly educated world, mastering vocabulary skills is utterly important, and synonyms and antonyms are an utmost crucial part of it.

# Rules for Synonyms & Antonyms



## Important Tips for Solving Synonyms & Antonyms

Here are some key points which are required to mind while solving synonyms and antonyms related questions:

- **Familiarizing with Vocabulary:**

It is beneficial to familiarize yourself with tricky words that can potentially make you think their basic meaning as they are not commonly used in our everyday vocabulary.

- **Word Charge Connotation:**

Try to distinguish whether every word in the subsequent list has a positive, negative, or

neutral connotation. This will increase the chances of making the right choice.

- **Word Association:**

When breaking the word into suffix and prefix, try to associate with a similar or identical word known to you. This also includes getting intuitions about negatively and positively charged words.

- **Similar Option Trick:**

Sometimes there are questions in the examination that attempt to trick you by giving near to similar answers or options in the list for the given word.

- **Context and Idea:**

It is essential to make your mind about which suits the actual context and why. This will help you in making a clear identification.

## Points to Remember while Solving Synonyms & Antonyms

**Important:-**Determine the meaning of the given words before making a choice to maximize chances of right answer.

**Important:-**Exclude answer options that denote no clear antonym. This practice only works on antonym problems.

**Important:-**Eliminate solution options that are near substitutes or synonyms. Recognizing synonyms within the available options could be valuable as it will allow you to slender your feasible choices.

**Note:-**If two of the available options have close to similar connotations, then the right response is too vague. As a result, it is likely to remove these options.

## Sample Questions

### Question 1:

Choose the word which best expresses the **SAME** meaning of the given word.

## EMBEZZLE

1. Misappropriate
2. Balance
3. Remunerate
4. Clear

**Answer: Misappropriate**

### Explanation –

Embezzle means to take away or be misappropriate.

Bezzle means to waste, which is the root word here and EM is a prefix which means to accelerate the quality of the root word.

Hence, the synonym can be misappropriate.

### Question 2:

Choose the word which is the exact **OPPOSITE** of the given words.

## EXODUS

1. Influx
2. Home-coming
3. Return
4. Restoration

**Answer: Influx**

Explanation:

Exodus means to drive people out of a place or people moving out.

We can generally say that the opposite of 'EX' in grammar is 'IN'. Hence, Influx which means to move inside can be the opposite of Exodus.

### Question 3:

Choose the word which best expresses the **SAME** meaning of the given word.



## RELINQUISH

1. Surrender
2. Claim
3. Retain
4. Assert

**Answer: Surrender**

Explanation: Relinquish- word that means to give up or let go of something, especially something that is no longer wanted or needed.

In this case, the correct answer is Surrender, which means to give up control or possession of something to someone else.

### Question 4:

Choose the word which is the exact **OPPOSITE** of the given words.

## EMPATHY

1. Indifference
2. Apathy
3. Insensitivity
4. Detachment

**Answer: Indifference**

Explanation:

Empathy refers to the ability to understand and share the feelings of others, to be compassionate and sensitive.

Therefore the antonym will be Indifference which means the opposite, indicating a lack of concern or interest in the emotions or experiences of others.

### Question 5:

Choose the word which best expresses the **SAME** meaning of the given word.

## COHORT

1. Individual
2. Foe
3. Organization
4. None of the above

**Answer: Organization**

Explanation:

Cohort typically refers to a group of people who share a common characteristic, experience, or purpose.

In this case, the correct answer is Organization which means a group of people who form a business, club, etc.

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## Rules For Tenses And Articles

### Rules For Tenses and Articles

#### Introduction

**The Rules for Tenses and Articles** is one of the most basic structures that needs to be known in grammar.

While Tenses form the base for any form of verb in three different time periods or time zones, Articles form the basic structure to address any type of Noun or adjective.

On this page below you will get all the details about how Tenses and Articles are used in Grammar and how they shouldn't be used.

**General Information** The foundation for Tenses is the Subject while for Articles is Noun.

### Rules for Tenses

Past Tense	→	Subject + V2 + Object
Present Tense	→	Subject + V1 + Object (s/es)
Future Tense	→	Subject + will/shall + V1 + Object

### Rules for Articles

Indefinite Article	↗	A (for a consonant sound)
	↘	An (for a vowel sound)
Definite Article	→	The (for specified noun)

## Tenses and Articles Rules

Verbs can take only three types of Tenses. The three forms of Verbs are **Past, Present, and Future.**

- **The Past** is used to explain things that have already happened (e.g., Yesterday, last week, five years ago).
- **The present** tense is used to explain things that are happening right now or things that are continuous. (e.g., I am cooking, I am walking).
- **The future** tense explain things that have yet to happen; or is going to happen. (e.g., tomorrow, next week, next year, three years from now).

### Rules for Tenses

Present Tense

1. **Simple present tense**- These type are tense used in present action.
2. **Present perfect tense**- Is used in action which is completed but not expired.

**3. Present continuous tense-** Is used in continuous, which goes on and will go on.

**4. Present perfect continuous tense-** Are used in an action which is started earlier and still going on.

## Past Tense

**1. Simple past tense-** Are used when a action is completed.

**2. Past perfect tense-** Are used when an action is completed and expired.

**3. Past continuous tense-** Are used when the duration of an work is completed

**4. Past perfect continuous tense-** Are used when work started earlier and was going on for a certain time period and was stopped in the past time.

## Future Tense

**1. Future tense-** Are used for a future work or an action.

**2. Future perfect tense-** Are used to have a strong pledge for a future.

**3. Future continuous tense-** Are used for the duration of the action of a future action

**4. Future perfect continuous tense-** Are used when a works starts in future for a continuous action.

## Miscellaneous Tense Rules

**1. Pure present tense-** Are used to provide someone's present status / places / position

**2. Pure past tense-** Are used to provide someone's past position/ status/ place

**3. Additional present tense-** Are used for future distance possibility/rare ability/assumption/frequent ability/regular habitual/advisable manner

**4. Additional past tense-** Are used for work past assumption/past ability/past pledge

**5. Additional present continuous tense-** Are same as additional present tense and with providing importance to the duration of the work and action.

**6. Additional past continuous tense-** Are same as additional past tense and with providing importance to the duration of the work and action.

**7. Future in the past tense-** Is an action that are occurred in past time but for a reverse angle.

**8. Future in the past continuous tense-** Are same as above and with providing importance to the duration of the action.

## Rules for Articles

### Articles-Rules

**Articles are always used with noun or an adjective.** There are different usage for different types of articles which is explained below: There are a total of 3 articles and using

them correctly can make your sentence accurate and meaningful.

#### (i) **Definite article – THE**

(used before a definite (specified subject or noun or plural noun)

#### (ii) **Indefinite article – A / AN**

**A** is used before a singular noun beginning with a consonant sound

**AN** is used before a singular noun beginning with a vowel sound

<b>Rule #1</b> Specific unknown identity	<i>a, an</i>	(no article)
<b>Rule #2</b> Specific known identity	<i>the</i>	<i>the</i>
<b>Rule #3</b> All things <i>or</i> things in general	(no article)	(no article)

# Rules For Prepositions And Conjunctions

## Prepositions And Conjunctions Rules

### Preposition Rules:

Preposition are the words that show the relation between the noun, pronoun and other words in the sentence. Only some case Preposition comes before noun.

**Preposition never change their form.**

### Conjunction Rules :

Conjunction link the words, phrases and clauses.

**Types of Conjunctions** Coordinating conjunctions- but, and , or ,yet, so, etc. Correlative conjunctions- neither nor, either or, both, but also. Subordinating conjunctions -although, all, if, as, etc.

### Rules for Preposition and Conjunction

Preposition	Conjunction
Used with a noun or a pronoun	Connects words, clauses and phrases
Highlights relation between two words	Helps to connect two different things
Can be categorized as preposition of time, place, direction, position, agent	Can be categorized as Coordinate, Corelative, Subordinate
Example: in, of, off, upon, on, until, with, etc.	Example: and, but, since, either...or, etc.

## Prepositions and Conjunctions Rules

## Rules for Prepositions

To know the Rules for Prepositions, we first need to understand how it is classified into 2 category:

(i) Simple Preposition

(ii) Compound Preposition

Simple Preposition

These are single word preposition- **before, between, by, during, from, in, into, of, on, to, through**, etc.

**For Example-**

(i) The car parked **in** shade.

(ii) The child is hiding **under** table.

Compound Prepositions

As, name suggest Compound Preposition is the more than one word preposition.- **between, below the, in front of, on behalf of-** are the prepositions made of more than one word.

**For Example-**

(i) My flat is **between** Noida sec 15 and the Noida sec 16.

Preposition at movement

Preposition can be used under movement.

- We use **to** for specific thing or destination or we are aiming at particular thing.
- **For Example-**
  - (i) Alia turned her back **to** the audience.
  - (ii) He drove **to** Mumbai in five hours, from Pune.

Use of **though-** We generally use though to provide the information about the movement in one side to the other side

**For Example-**



**into the box**

(i) Rat went **through** the box

(ii) Thief walked quickly **through** gate.

Preposition for the place

In this, preposition are used to located the place.

**For Example-** in, at, on

- We use **at** to show the any specific place and location or position.

For Example-

(i) Amir Khan lives **at** Lower Paral, Mumbai.

(ii) Rohan was waiting for Seema **at** Bus Stop

- We use the preposition **on** for any vertical or horizontal surface.

**For Example-**



**on to the box**

(i)

Preposition for the time

In this, preposition are used to denote a timeline or point at

**For Example-** in, at, on



We use:

- **at** for a Particular Time
- **in** for a Period of Time (month, week, year)
- **on** for Days and Dates (general or specific)

Example:

- I will meet my friend **at** 6 o'clock
- She came to my house **at** night
- The movie is set to release **in** December
- The project will be complete **in** a year
- Her birthday falls **on** 2nd November
- Do we have any meeting **on** Monday?

## Rules for Conjunctions

The Rules for Conjunction is quite simple if we know how to classify it into 3 categories:

(i) **Coordinating conjunctions**

(ii) **Correlative conjunctions**

(iii) **Subordinating conjunctions**

Coordinating Conjunctions

These conjunctions can join single words, or group of words, but there always prefer to join the similar the words.

Coordinating conjunctions are: **and, nor, or, so, yet, for, but.**

Conjunction	Linked	Example
or	verb + verb	Have you ever seen or drive the car bugatti
so	sentence + sentence	In movie hall I was willing to sit at back so, i booked fast

Conjunction	Linked	Example
and	noun phrase + noun phrase	We have the free pass for Wiz Khalifa and for Club
but	sentence + sentence	The paneer was prepared on Wednesday, but chicken was prepared on Tuesday.

### Correlative conjunctions

These kind of conjunctions are used in pairs. They always join in similar kind of elements.

Correlative Conjunction	Linked	Example
either...or	noun + noun	Tonight party is either in Kunal flat or in Rakesh flat
neither...nor	subject + subject	Neither paneer nor chicken will be prepare on Thrusday
both...and	subject + subject	Both me and my brother are living in US.
not only...but also	subject + subject	Not only save the money but also try to invest it is important for future.

### Subordinating conjunctions

This kind of conjunction is a word which join together dependent and an independent clause.

**Clause-** containing subject and verb.

**For Example-** It is raining in the town.

Here the clause; the subject is "it" and the verb is "is raining"

NOTE: **Dependent Clause**

**Dependent Clause** doesn't exists on its own; it always needs independent clause to go.

## SAMPLE QUESTIONS

**Fill in the blanks with the correct preposition or Conjunction**

Question: 1

he students are listening attentively \_\_\_\_\_ the teacher's instructions.

1. of
2. to
3. with
4. for

**Correct answer: 'to'**

**Explanation:**

"To" shows the direction of the listening action.

Here the sentence states that the students are attentively listening to the teacher's instructions.

Question: 2

She bought a gift \_\_\_\_\_ her mother's birthday.

1. of
2. to
3. with
4. for

**Correct answer: for**

**Explanation:**

"For" indicates the purpose of buying the gift, which is her mother's birthday.

Here the sentence states that the girl bought a mother's birthday gift.

Question: 3

The musician entertained the audience \_\_\_\_\_ her melodious voice.

1. of
2. to
3. with
4. for

**Correct answer: 'with'**

**Explanation:**

“With” suggests the means by which the musician entertained the audience.

Here the sentence states that the audience was entertained by the musician’s melodious voice.

## Rules For Subject Verb Agreement

### Rules for Subject Verb Agreement

The easiest and basic rules for subject-verb agreement is:-

**Root Rule**– A singular subject takes a singular verb and a plural subject takes a plural verb.

#### For Example-

- The **list** of grocery items **is/are** on the dining table.
  - - Here **list** is the subject which is singular, so we choose ‘is’ as the verb.
- The **lists** of every items are kept on the dining table
  - Here, the ‘**lists**’ is the plural subject, hence we take ‘are’.
-

## Rules For Subject - Verb Agreement

### Subject

The doer of an action. (the main subject)

### Verb

The action that is done by the subject

#### Example:

**Zeeshan** loves to play guitar - Singular **Subject (Zeeshan)** takes a singular **verb (loves)**

**The girls** love to dance around - Plural **Subject (girls)** take a plural **verb (love)**

**You / I** need to learn cooking - The **Subject (I / You)** takes a plural **verb (need)**

## Subject Verb Agreement Rules

### Rule 1:

In Singular Subject must use these verbs **is, was, has, does**, or verb ending with **s** or **es** but these verb are of singular forms of verbs.

Example:

- The **boy carries** a pile of books everyday.
- **Rita is** writing a book for her assignment

### Rule 2:

In Plural Subject must use these verbs **are were, have, do** or verbs without **s** or **es** because these are the plural forms of verbs.

Example:

- The **boys carry** a pile of books everyday.
- The **students are** writing a book for their assignment

### Rule 3:

If there is pronoun **YOU** as the sentence subject, we **MUST** use the plural form of verbs, which are as follows:- **are, were, have, do** or verbs without **s** or **es** ending

Example:

- **You are** responsible for all the activities in the classroom
- **You have** to give me the book that you borrowed yesterday

### Rule 4:

Compound subject contains both singular and plural noun or pronoun which is either joined by **or/nor**, the verb should be singular

Example:

- **Rita or Rohan is** selected for the post of secretary
- **Pen or pencil is** allowed to be used for the exam

### Rule 5:

The following words are singular and require a singular verb:- each one, each, neither, everybody, everyone, someone, somebody.

Example:

- **Each of the ministers is** against the bill in the Parliament
- **Everybody in the room admires** him for his bravery

### Rule 6:

If the sentence is beginning with “there is” or “there are” the verb is followed by a subject. Therefore “there” is not the subject the verb agrees with what follows.

Example:

- **There are apples** kept in the fruit basket
- **There is a pencil** lying under the bed

#### Rule 7:

General Rule- use a plural verb when two or more subject is joined together by **and**.

Example:

- **Rita and Rohan are** selected as the volunteers
- **Priya and Yash love** to go for a live music session every Sunday

#### Rule 8:

If the collective noun **refers to the group as a unit**, then it takes a singular verb.

If it refers **to the individuals in the group or the parts** that make up the group, then the verb should be plural.

Example:

- **The pride of lion walking in the jungle is** the most jaw dropping sight to watch –
  - Here, the pride of lion is taken together as a single unit.
- **The pride of lion are** sometimes divided on their choice of prey. –
  - here, the pride of lion considers each lion individually where they have separate choices and do not work together.

#### Rule 9:

Whenever we use numbers in a statement, they are often taken as singular subjects along with singular verbs even if the number is plural.

Example:

- **Fifty Thousand rupees is** not a huge sum of money to donate
- **Five kilometers is** a long distance to cover on foot

### Rule 10:

Using added words like 'along with', 'as well as', 'as well' etc, with the main subject always takes singular verb.

Example:

- **Rohan along with his mother is** at the museum
- **The teacher as well as the principal has** to attend the annual meeting tomorrow

### Rule 11:

'A number' takes plural verb while 'the number' takes singular verb in a sentence.

Example:

- **A number of visitors are** waiting in the lobby of the hotel
- **The number of visitors** waiting in the lobby **is huge**

**NOTE:** Subject-verb agreement is necessary to ensure that there is no grammatical error and the subject agrees with the type of verb used. With the above-mentioned rules, you will be able to answer the subject-verb agreement questions easily.

## Practice Questions

### Question 1

Samantha's mother **were kill** in the car accident. Five months ago.

Option

1. was killed
2. Is killed
3. was kill
4. None of the above

Explanation

Since the sentence is in the simple past tense, therefore "was Killed" will come in place of were kill.

Hence Option A is the correct one.



## Question 2

Tom \_\_\_\_\_ his father in everything he does

Option

1. Imitate
2. Imitates
3. Imitating
4. Imitated

Explanation

Since the sentence is in the simple present tense, therefore the verb will be in present tense too. Because Tom is a singular subject, we will take 'imitates' as the answer.

Question: 3

he students, accompanied by their principal, \_\_\_\_\_ gone on a school trip.

1.
  1. Has
  2. Have
  3. Are
  4. Is

**Correct Answer: Have**

Explanation –

The complete and correct sentence will be – The students, accompanied by their teacher, have gone for a picnic. Have is used here as students are plural in form.

Question: 4

Many buildings \_\_\_\_\_ collapsed in the flood.

1.
  1. Has
  2. Have
  3. In
  4. Are

**Correct Answer: Have**

Explanation –

The complete sentence will be – Many buildings **have** collapsed in the flood. Have is used here as buildings are the plural form.

Question: 5

hey\_\_\_\_\_currently in a managerial role at the organization.

1.
  1. Have
  2. Has
  3. Was
  4. Are

**Correct answer: Are**

Explanation –

The complete sentence will be – They **are** currently in a managerial role at the organization. Here are is used for plural form i.e “They”.

## Rules For Jumbled Sentence

### Jumbled Sentence Rules:

You need to know the Rules for Jumbled Sentences before you jump on to the questions.

**Note:** Jumbled sentence are some puzzled sentences or words that has to be put together in a proper sequence in order to make a complete sense out of a passage or sentence.

To know how to start and end a sentence, what word precedes or secudes, and how to join two words or sentences, it is important to have a knowledge of the rules that are set forth for you below. Give them a quick read.

## Rules for Jumbled Sentences

### 1st Sentence Rules :

- Name of a person.
- Sentences with 'You' and 'I'.
- Article in the beginning of sentence.



### Mid Sentence Rules :

- Sentences starting with 'That', 'These', 'Thus' & 'Those'.
- Pronouns other than 'You' and 'I'.

### Last Sentence Rules :

- Sentences starting with 'Hence', 'Finally' or 'Therefore' or other 'effect' words.

## Some Important Points and Rules for Jumbled Sentence:-

### Rule 1:

Try to find out the **topic explained** in the paragraph or in the sentence. This can be done by looking for words that are repeated frequently in the sentence.

### Rule 2:

If a **specific word is repeated** in more than one sentence then the sentences can be placed one by one in the paragraph.

### Rule 3:

If a sentence starts with a '**name**' of person, then that sentence will surely be the 1st sentence in the paragraph.

Rule 4:

If a sentence starts with pronouns other than '**You**' and '**I**', then definitely that sentence will not be the 1st sentence of the paragraph

Rule 5:

The sentences starting with the words '**That**', '**These**', '**Thus**' and '**Those**', then also those sentences will not come 1st in the paragraph.

Rule 6:

If an article is present at the starting of a sentence. Then the chances of that sentence to be the 1st in the paragraph is more

Rule 7:

If all the **articles** are present as the starting words of different sentences then they are arranged as follows

- The sentence starting with '**A**' comes first
- The sentences starting with '**An**' and '**The**' will follow the sentence starting with '**A**'.

Rule 8:

If there are 3-sentences starting with '**But**', '**So**' and '**Now**' respectively. Then those 3-sentences will be arranged in the following order

- Sentence starting with '**But**'
- Sentence starting with '**So**'
- Sentence starting with '**Now**'

Rule 9:

If the given set of sentences consists of a simple, compound and complex sentences they are arranged in the following manner

- **Simple sentence** – A sentence consisting of only one clause, with a single subject and verb.
  - Rohan waited for the cab.
- **Compound sentence** – a sentence that consists of 2-independent clauses connected to one another with a conjunction
  - Rohan waited for the cab, but the cab was late.
- **Complex sentence** – a sentence that consists of an independent clause and one or more dependent clauses connected to it
  - Rohan realized that the cab was late while he waited at the cab stop. (Or)
  - While he waited at the cab stop, Rohan realized that the cab was late.

Rule 10:

If a sentence starts with the words **Hence, Finally** or **Therefore** then that sentence comes **last in the paragraph**.

## Some Example Questions:

### Question 1

- A. Till date it has no cure.
- B. Ebola outbreak is the most deadly virus in human history.
- C. Research is still at large to find the cure.
- D. It has taken numerous lives in Africa.

**What is the correct order of the sentences?**

Options

- A. BDAC

- B. ABCD
- C. ACBD
- D. BDCA
- E. ADBC

**Answer: Option D (BDCA)**

**Explanation:** Correct Option D, as clearly from that Rules of Jumbled Sentence we can verify the sequence of the paragraph.

- - **1st sentence B** – it starts with the name of a disease. (here, the paragraph is about Ebola.)
  - **2nd sentence D** – Addresses the effect of Ebola on human beings.
  - **3rd sentence C** – Talking about the cure for the same disease.
  - **4th sentence A** – Stating the results or report of the research. ( also, the use of 'till date' shows that it is the final result, hence it will be the last sentence. As an analysis)

## Question 2

- A. a fast pace was,
- B. however, the first and the second world war
- C. The main thing that propelled the
- D. development of the aeroplanes at such

**What is the sequence of the sentence?**

Options:

- A. ACBD
- B. CDAB
- C. DACB
- D. ABCD
- E. CDBA

**Answer: Option B**

**Explanation:** Correct option is B because it follows the rules of jumbled sentence construction.

- - **1st sentence C** – It starts with the phrase, 'the main thing', hence it'll be the first sentence.
  - **2nd sentence D** – Following the rule of articles, we see that 'the' should be used before a specific noun, hence here 'the development' is specified about the aeroplanes.
  - **3rd sentence A** – a fast pace is used to show the rate of development, thus will follow sentence D.
  - **4th sentence B** – the last sentence starts with However, hence according to Rule 10, analytical words will always come in the end.

### Question: 3

Arrange the following sentences to form a coherent paragraph:

1. The sun was setting, casting a warm glow over the horizon.
2. The sound of waves crashing against the shore filled the air.
3. Children played happily in the sand, building sandcastles and collecting seashells.
4. Families gathered on the beach, enjoying picnics and playing games.
5. Seagulls soared overhead, searching for scraps of food.

A) a, c, d, b, e

B) c, a, d, e, b

C) b, e, d, c, a

D) d, c, a, b, e

**Correct option: D**

**Explanation:**

We will start with sentence D. This sentence sets the scene by introducing the families on the beach and their activities, establishing the context for the rest of the paragraph. Then, Sentence C elaborates on the activities at the beach, specifically focusing on the children's joyful play and interactions. Sentence A introduces the atmospheric change, the sunset, which casts a warm glow over the surroundings. It provides a sensory detail that adds to the ambiance. Sentence B adds an auditory element, describing the sound of waves crashing against the shore, enhancing the reader's sensory experience. In the end, sentence E concludes the paragraph by introducing the seagulls and their behavior in the context of the scene.

The arrangement follows a logical sequence, starting with the families on the beach, moving on to the children's activities, describing the sunset and the sound of waves, and finally concluding with the presence of seagulls. This order creates a vivid picture of a beach scene, allowing the reader to imagine the various elements coming together.

**Question: 4**

Arrange the following sentences to form a coherent paragraph:

1. The patient underwent a series of medical tests to determine the cause of their symptoms.
2. The doctor carefully examined the patient, listening to their concerns.
3. The diagnosis was made, and a treatment plan was discussed with the patient.
4. The prescribed medication helped alleviate the patient's symptoms.
5. The patient's health improved over time, and they recovered fully.

Options:

A) b, a, c, d, e

B) a, b, c, d, e



C) c, a, b, d, e

D) d, a, c, b, e

**Correct answer: A**

**Explanation:** Sentence B introduces the doctor's initial examination and interaction with the patient, setting the scene for the medical process. After this sentence A as This sentence logically follows the examination, describing the next step in the diagnostic process – conducting medical tests to identify the cause of the patient's symptoms. Sentence D describes the implementation of the treatment plan and the positive impact of the prescribed medication. Sentence E concludes the paragraph by describing the patient's recovery process and the positive outcome of the medical intervention.

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## Meanings ( Synonyms & Antonyms )

### PLACEMENT

### How To Solve Synonyms And Antonyms Quickly

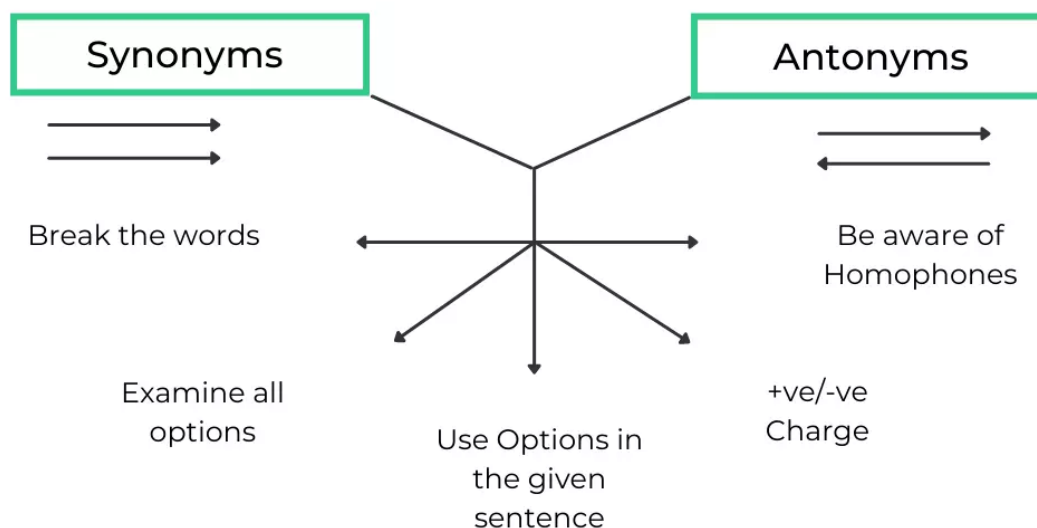
### How To Solve Synonyms And Antonyms Quickly

Synonyms and antonyms are important of English vocabulary and are mostly asked in a number of competitive examinations. On this page we'll see How to Solve Synonyms and Antonyms Questions Quickly –

**Note:-** Synonyms can be defined as the words that give the same or similar meaning to a specific word. Eg. Weak – Fragile, flimsy, etc.

**Note:-** On the other hand, Antonyms are words that give the opposite meaning of the word. Eg. Black-white.

## How to Solve Synonyms & Antonyms



## How To Solve Synonyms and Antonyms Quickly

- A very good way to guess the meaning of the word is by **breaking it into sections**.
- Carefully **examine all the options** before choosing your answer.
- If you are stuck try **using the word in the sentence** this may help you get a hint about the word.
- In case you are unable to choose between the two given options, it is preferable to choose the **word which matches the degree** of the word in paragraph/sentence.
- Keep an eye on **confusable words and homophones**. These words sound alike but have different meanings. So, try to remember the context which you read first.
- Take note of **positive and negative words**. It is possible to discern every word with a positive, negative, or neutral meaning.
- Eliminate answer choices that have **no clear antonym**. This technique only works on antonym questions.
- Be careful, sometimes questions will attempt to trick the test taker by including **roots in words** that belie their true meaning.

## Points to Remember while Solving Synonyms & Antonyms

- Eliminate the least relevant answers.
- Analyze word root and word charge.
- Avoid answering instinctively.
- Use difficult words in a sentence.
- Watch out for tricky words.
- Practice daily.
- Increase vocabulary.

Check out some questions related to synonyms and antonyms that will help you answer the questions asked in competitive examinations.

## 1. Synonyms

### Question 1.

Choose the best suitable synonym for the given word:

Cunning

- A. Manipulative
- B. Sharp
- C. Trickery
- D. Stupid

**Correct Option: A**

**Explanation:**

Cunning means a skill that reflects achieving a goal by evasion or deceit. Therefore, the most suitable among the above options is “manipulative.”

### Question 2.

Choose the best suitable synonym for the highlighted word:

The International Disaster Control has several limitations relating to **infringing** the jurisdiction of the nations.

- A. Breaking
- B. Hampering
- C. Provoking
- D. Violating

**Correct Option: D**

**Explanation:**

Keeping in mind the theme of the sentence, the word “limitations” gives us a hint. Therefore, the most suitable option is D.

Question: 3

**Choose the best suitable synonym for the highlighted word:**

**Debilitate**

- A. Strengthen
- B. Empower
- C. Enervate
- D. Fortify

**Correct Option: B**

**Explanation:**

Debilitate means to weaken, impair, or make someone or something less strong or effective. In this case, the correct answer is Enervate, as it shares the notion of causing weakness or lack of energy.

Question: 4

**Choose the best suitable synonym for the highlighted word:**

**Descry**

- A) Hide
- B) Reveal
- C) Observe
- D) None of the above

Correct Option: D

Explanation:

Descry means to catch sight of, discover, or notice something that is not easily visible or hidden. In this case, the correct answer is observe, as it means notice or perceive (something) and register it as being significant.

Question: 5

**Choose the best suitable synonym for the highlighted word:**

**Efface**

- A) Accentuate
- B) Preserve
- C) Eliminate
- D) None of the above

Correct Option: C

Explanation:

Efface means to erase, wipe out, or remove something, often by rubbing or eradicating it completely. In this case, the correct answer is Eliminate, as it shares the notion of removing or getting rid of something.

## 2. Antonyms

### Question 1.

Choose the best suitable antonyms for the given word:

**Dismal**

- A. Upset
- B. Depressing
- C. Smiling
- D. Cheerful

**Correct Option: D**

**Explanation:**

Dismal means feeling depressed and dull and the option which seems its opposite is "cheerful."

### Question 2.

Choose the best suitable antonym for the highlighted word:

Due to the recent **fallen** prices of petrol, the common class has to deal with a lot of budget issues.

- A. Raised
- B. Increased
- C. Slanted
- D. Upright

**Correct Option: A**

**Explanation:**

Looking at the tone and theme of the sentence that gives hints about “budget constraints”, the most suitable or opposite word can be “increased.”

Question: 3

**Choose the best suitable antonym for the highlighted word:**

**Imminent**

- a) Unlikely
- b) Impending
- c) Looming
- d) None of the above



**Correct Option: B**

**Explanation:**

Imminent refers to something that is about to happen or occur soon. Distant represents the opposite, indicating a significant amount of time or space separating the current moment from the occurrence

Question: 4

**Choose the best suitable antonym for the highlighted word:**

**Vigilant**

- a) Careless
- b) Negligent

c) Inattentive

d) Reckless

Correct answer: B

Explanation:

Vigilant describes being watchful, alert, or attentive to potential danger or threats.

Negligent represents the opposite, indicating a lack of care, attention, or awareness of one's responsibilities or surroundings

Question: 5

**Choose the best suitable antonym for the highlighted word:**

Serene

a) Turbulent

b) Tranquil

c) Peaceful

d) Calm

Correct answer: A

Explanation:

The antonym for "Serene" is Turbulent. "Serene" means calm, peaceful, or tranquil.

The other options have similar meanings to "serene": "tranquil" means peaceful, "peaceful" means free from disturbance, and "calm" means relaxed or not agitated.



# Tips And Tricks And Shortcuts For Synonyms And Antonyms

## Synonyms and Antonyms Tips and Tricks and Shortcuts

Tips and Tricks and Shortcuts for Synonyms and Antonyms are given here on this page!!

**Info:-** Synonyms and antonyms are a part of the vocabulary; the former means similar words, and the latter means opposite words. If one is aware of the actual meaning of the given word, then finding its similar as well as the opposite word becomes easier.

### Easy Tips And Tricks And Shortcuts For Synonyms And Antonyms:

- Initially, **divide the word** into two parts, suffix and prefix. Try to **identify the meaning** of the word and evaluate whether it has a positive, negative, or neutral meaning.
- Segregate the words from the choices that come up with a **negative effect** as well as those which have a positive impact or meaning.
- If it is asked to find the meaning of the positive word, it will become much easier to **relate the word with the available positive options**.
- On the other hand, the case with antonyms is different. If it is requested or **questioned to identify the contrary of a word** that has a positive meaning, then its opposite will be one of the terms from the given possibilities, which has a negative meaning.
- However, if the meaning of any word from the available **options is not clear, then the choices can be narrowed down to almost half**.
- The above tip is helpful for words whose **meaning is not known**.
- To perform well in mock tests and exams, it is **advisable to practice the tips regularly**.

## Tips and Tricks for Synonyms and Antonyms

Guess the answer before reading the options

1

2

Go through all the options

Do not cram the words and meanings

3

4

Use the elimination technique

Be well versed with Parts of Speech

5

## Some important tips for Synonyms and Antonyms

- **Similar Options:**

Some words are eye-catchy, you immediately think it's going to be the antonym/synonym, but most of the guesses are not gonna be right so go through the options once again unless you're sure of the answer.

- **Over-cramming:**

Do not try to cram words and their meanings. Instead, try to understand the meaning of the word by reading its examples and usage.

- **Associate Words:**

When you have a word try to guess all its synonyms and from the answers see the exact word which has the same meaning, in the case of antonym the opposite meaning

- **Eliminate:**

You can use the elimination method in the exam. Out of the four options given, try to look for the meaning of all four. There are chances that you might know the meaning of at least 3 options. It will become easier for you to attempt the question that way.

- **Grammar Clues:**

Know the part of the speech the word is used in... For example, the word run can be used as a verb but it could also be used as a noun like 'home run' so make sure you know the part of the speech before answering.

## **Synonyms and Antonyms Tips and Tricks and Related Problems:**

### **Questions 1.**

**Find a similar word to:**

**EMBEZZLE**

- A. Misappropriate
- B. Balance
- C. Remunerate
- D. Clear



**Correct Answer: A**

**Explanation:**

Embezzle comes with the suffix 'bezzle,' which means to plunder or the act of stealing. The only word matches with the same in the given list are A. The remaining word seems to be inappropriate as their basic meaning is in positive connotation which is contradictory to misappropriate as it has a negative meaning.

### **Questions 2.**

**Find the opposite of the below word:**

**FRAUDULENT**

- A. Candid

- B. Direct
- C. Fortnight
- D. Genuine

**Correct Answer: D**

**Explanation:**

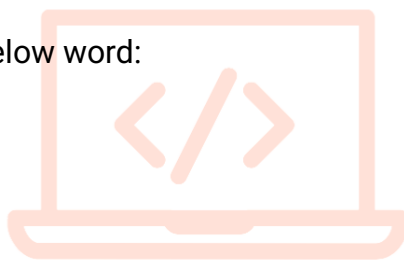
Looking at the given options, the only possible word that contradicts the given word is option D. Other words do not give the same meaning as candid means to be real and unknown; similarly fortnight and direct also do not fit in the context.

**Question: 3**

Find a word similar to the below word:

**EMANCIPATE**

- A. Enslave
- B. Subjugate
- C. Confine
- D. Release



PLACEMENT  
LELO

**Correct answer: D**

**Explanation:**

Emancipation means to set someone or something free from bondage, oppression, or constraints, particularly in a social or legal context. In this case, the correct answer is Release, as it shares the notion of setting free or letting go.

**Question: 4**

Find a word opposite to the below word:

## **SPARSE**

- A. Abundant
- B) Plentiful
- C) Numerous
- D) Prolific

**Correct answer: A**

### **Explanation:**

The antonym for Sparse is Abundant. "Sparse" means scarce, thin, or lacking in quantity.

### **Question: 5**

Find a word similar to the below word:

## **DILIGENT**

- A) Lazy
- B) Hardworking
- C) Indifferent
- D) None of the above

**Correct answer: B**

### **Explanation:**

Hardworking: This option is the correct synonym for "Diligent." Both terms describe someone who is industrious, dedicated, and puts consistent effort into their work or tasks.

Hardworking captures the essence of diligence by emphasizing a strong work ethic and commitment.

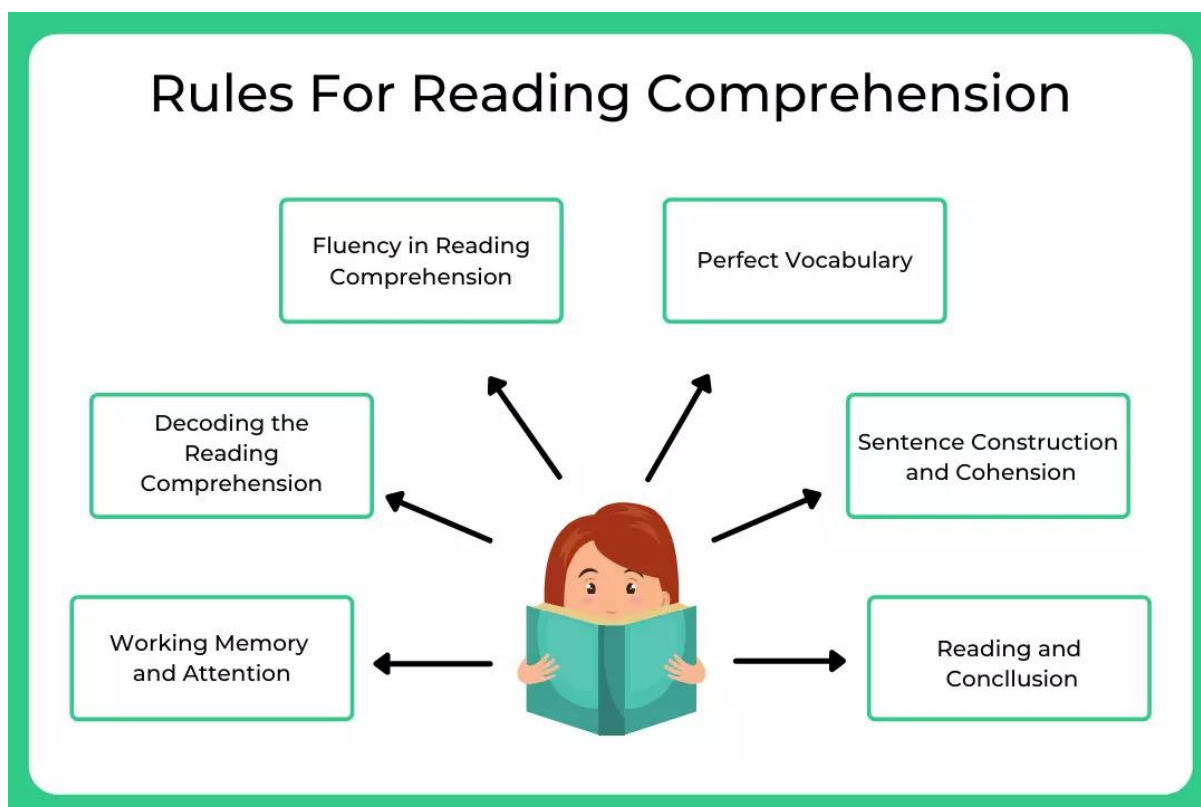
## **Rules For Reading Comprehension**

### **Reading Comprehension Rules and Concepts:**

**Reading comprehension is the level of understanding of a text/message.** The understanding of the Rules for Reading Comprehension comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message.

#### **6 Essential Skills for Reading Comprehension:**

- Decoding
- Fluency
- Vocabulary
- Sentence Construction and Cohesion
- Reasoning and background knowledge
- Working memory and attention



## Rules for Reading Comprehension

Here are five essential skills needed for reading comprehension, and tips on what can help kids improve this skill.

### Decoding the Reading Comprehension

Decoding is a vital step in the reading process. Decoding relies on an early language skill called Phonemic awareness. (This skill is part of an even broader skill called *phonological awareness*.)

Decoding also relies on connecting individual sounds to letters.

### Fluency in Reading Comprehension

Fluency speeds up the rate at which they can read and understand the text.

Sounding out or decoding every word can take a lot of effort. *Word recognition* is the ability to recognize whole words instantly by sight, without sounding them out.

When kids can read quickly and without making too many errors, they are “fluent” readers.

Fluent readers read smoothly at a good pace. Reading fluency is essential for good reading comprehension.

## Vocabulary

To understand what you’re reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students typically learn the meaning of words through everyday experience and also by reading.

## Sentence Construction and Cohesion

Most readers relate what they’ve read to what they know. So kids need to have the background or prior knowledge about the world when they read. They also need to be able to “read between the lines” and pull out meaning even when it’s not literally spelled out.

**Example:** A child is reading a story about a poor family in the 1930s. Knowing the Great Depression can provide insight into what’s happening in the story.

## Reasoning and Conclusion

The capacity or the efficiency to reason a given passage and then draw conclusion from the stated facts is highly instrumental in solving a reading comprehension question. This is mostly required in an inferential based passage. Being able to understand the underlying meaning and idea.



## Working Memory and Attention

When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading.

### SAMPLE QUESTIONS

#### **Passage: 1**

**Read the comprehension below and answer the following questions.**

Climate change is a pressing global issue that has far-reaching implications for our planet and future generations. It refers to long-term shifts in temperature patterns and weather conditions, largely resulting from human activities such as burning fossil fuels and deforestation. The consequences of climate change are evident across the globe, affecting various aspects of the environment, economy, and society.

One of the most noticeable effects of climate change is the rise in global temperatures. As greenhouse gases, such as carbon dioxide, accumulate in the atmosphere, they trap heat and contribute to the warming of the Earth. This phenomenon leads to melting glaciers, rising sea levels, and extreme weather events like hurricanes and heat waves.

Another consequence of climate change is the disruption of ecosystems and loss of biodiversity. Many plant and animal species struggle to adapt to the changing conditions, resulting in habitat loss and increased risk of extinction. Coral reefs, for example, are particularly vulnerable to rising ocean temperatures, leading to widespread coral bleaching and the collapse of these vibrant ecosystems.

In addition to environmental impacts, climate change poses significant challenges for human societies. Changing weather patterns affect agricultural productivity, leading to crop failures and food insecurity. Rising sea levels threaten coastal communities, displacing populations and increasing the risk of flooding. Moreover,

the health of individuals is compromised as extreme heatwaves and the spread of diseases become more prevalent.

Addressing climate change requires global cooperation and concerted efforts. Transitioning to renewable energy sources, implementing sustainable land-use practices, and adopting greener transportation options are some of the measures needed to mitigate the effects of climate change. It is crucial to reduce greenhouse gas emissions and develop strategies to adapt to the changes already occurring.

### Question: 1

What is climate change primarily caused by?

#### Options:

1. Natural weather patterns.
2. Human activities.
3. Volcanic eruptions.
4. Astronomical events.

Answer : Human activities

### Question: 2

What is one noticeable effect of climate change?

#### Options:

1. Decrease in global population.
2. Expansion of polar ice caps.
3. Increase in extreme weather events.
4. Preservation of biodiversity.

Answer: Increase in extreme weather events.

### Question: 3

How do greenhouse gases contribute to climate change?

#### Options:

1. By cooling the Earth's atmosphere.
2. By causing ocean acidification.

3. By trapping heat in the atmosphere.
4. By preventing the formation of clouds.

**Answer:** By trapping heat in the atmosphere.

## **Tips And Tricks And Shortcuts For Reading Comprehension**

### **Tips and Tricks and Shortcuts for Reading Comprehension**

**Reading comprehension is the process of understanding the meaning from a text written.** Vocabulary and text together make up the process of reading comprehension. So here we have some tips and tricks and shortcuts to solve reading comprehension questions

To understand the text written in the passage the reader must understand the vocabulary first. The reader can use their prior understanding of vocabulary, but they also have to learn new words.

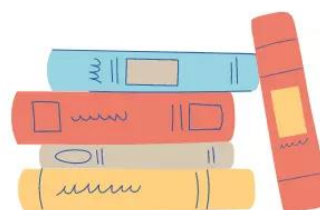
There are two types of questions asked in reading comprehension :

## Tips & Tricks For Reading Comprehension

WPM

- Words Per Minute
- Measure of words processed per minute
- Average adult readers 200-300 WPM

- Role of Eye Span
- Side effects of lip reading
- Underlining / Using Fingers
- Sign Post Words
- Segmenting with sub-heading



## Types of Reading Comprehension:

### Referential

In this type of comprehension, the understanding of information like the meaning of words, the context of writing, the sequence of events, characters in the story, and factual data are clearly stated. Readers can easily find the information and ideas which are explicitly stated in the text. If the answer to the question is directly spotted in the passage then it is a referential question.

### Example

Autumn is the season that falls between summer and winter. There are many changes that occur at the beginning of the season. Days become shorter, leaves turn red, yellow, and orange. Sunlight is very essential for trees to keep their leaves green. Animals start storing their food to last through the long winter months.

### Question

Autumn occurs between summer and which another season? Here, the answer is directly given in the passage.

**Fact:**Decoding, fluency, and vocabulary skills are key skills required to solve reading comprehension. To have the ability to connect ideas and understand the idea behind is of utmost importance.

Inferential

In this type of comprehension, the reader has to determine the actual meaning of the text written. In inferential comprehension, readers require to combine ideas, interpret and evaluate information, identify tone and voice, and draw conclusions. If the answer is not directly spotted in the passage then it is an inferential question.

### Example

Autumn is the season that falls between summer and winter. There are many changes that occur at the beginning of the season. Days become shorter, leaves turn red, yellow, and orange. Sunlight is very essential for trees to keep their leaves green. Animals start storing their food to last through the long winter months.

### Question

What is the main purpose of the passage? Here, the reader has to draw a conclusion according to his understanding.

## Some of the most asked Reading Comprehension questions

There are some repeated questions asked in almost every reading comprehension passage such as:

- What is the author's purpose for writing the passage?
- Summarize the main idea of the passage.
- Draw a conclusion

Therefore, readers should develop a habit of understanding these repeated questions thoroughly which will help them in understanding the entire passage quickly.

## Tips and Tricks and Shortcuts for Reading Comprehension

### What is WPM (Word per Minute)

It is a measure of words processed per minute, commonly used to measure typing speed and reading speed. Average adult readers read around 200 – 300 wpm. This is the most crucial factor while solving reading comprehension.

### How to increase WPM

When the reader looks at a word or several words while reading a passage, it is called a “fixation”. When the reader moves his/her eyes to read the next word or group of words, it is called a “saccade”. Fixation is a point between two saccades. It is repeated once or twice, to comprehend the phrase. When all these fixations and saccades and comprehension pauses are added together one ends up reading between 200 and 300 words per minute.

- Role of Eye Span using eye span for quick reading

“Eye-span” is the number of letters or symbols the reader can read in a single fixation. The easiest way to widen your eye span is to stop looking at a single word at a time instead of look at chunks of words. Reading more words during a single fixation or pause increases the reading ability of the reader and allows readers to finish the reading material faster.

- Side Effects of Lip Reading

Lip reading means reading something with only lip movement and not make a sound while reading. Lip reading limits the speed of reading as your eye span is limited to the word you are reading. Good readers also twitch their lips subconsciously while reading which slows their speed of reading.

- Side Effects of Underlining/ Using Fingers

Underlining or using fingers while reading can get in the way of reading. Using fingers while reading draws false illusions that the reader is reading fast, but in reality, they are limiting their speed. It is because the reader’s eyes only see the word

that the reader's finger is pointing to and it may hamper the process of making connections and finding conclusions.

- Sign Post Words

At school students were taught to pay special attention to text features such as the importance of titles, character's names, and the opening lines. There are additional text features, sometimes referred to as "signposts," that can help students read literary texts with a more profound understanding. Words like "but" and "and" are called signposts, and these words set the direction in which the sentence should progress. These signposts act as an alarm for readers to pay attention to what they are reading and understand the significance of the alarm.

- Segmenting with Sub-Headings (like – intro, background, causes, conclusion)

The reader should identify the components of reading comprehension to understand the basic structure and organization of the passage. Almost every passage follows the same principle. Therefore, it is important to understand the structure, tone, and main idea behind the passage. Quickly identifying these basic components will help you answer the passage questions quickly.

## **Tips according to the length of the paragraph**

### Tips for Very Long Passages

- The reader should develop a **habit of reading** different types of articles which will help them to understand the tone, attitude, and style of writing of several writers.
- Use the "**bottom-up**" approach which means, read the questions first, so that the reader has an idea of what to look for, in the passage. It will save the reader's time.
- While reading the long passage make sure **not to read the complete passage**, try reading only the part that is related to the questions that are asked.
- While reading the passage **don't try to memorize** every part of the passage instead understanding the essence of the point being conveyed by the author.
- Increase the **reading speed** by solving different exam papers or online mock tests.

- Try to **engage with the passage** from the start. Take down important details and **question** each passage on the basis of inference.

### Tips for Short Passages

- The short reading comprehension passages are either **one or two** paragraphs long.
- They can be read **easily** and quickly.
- The readers are advised to **read the passage slowly** but simultaneously look for the important details.
- Then, from the questions, **retrace the lines** that correspond to the questions.

### Tips for Medium Length Passages

- The reader should **first try to read two to three lines** of each paragraph given. It will allow the reader to find the conclusion and essence of the paragraph quickly.
- Along with reading try to **take note** of some information given in the passage by recollecting the important words.
- Further, **eliminating** the words, phrases, and sentences from the passage that is not useful will help in answering questions which have almost similar options.
- Try to **improve vocabulary**, read and solve comprehensions from different fields of knowledge, like Science, Arts, Literature, Politics, Economics, and Current Affairs, etc.

## **Example – Tips and Tricks and Shortcuts for Reading Comprehension**

**Read the passage and answer the questions on the basis of the same:**

A fact that draws our attention is that, according to his position in life, an extravagant man is either admired or loathed. A successful business man does nothing to increase his popularity by being prudent with his money. A person who is



wealthy is expected to lead a luxurious life and to be lavish with his hospitality. If he is not so, he is considered mean, and his reputation in business may even suffer in consequence. The paradox remains that he had not been careful with his money in the first place; he would never have achieved his present wealth.

Among the low income group, a different set of values exists. The young clerk, who makes his wife a present of a new dress when he has not paid his house rent, is condemned as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills. The ideal wife for such a man separates her housekeeping money into joyless little piles – so much for rent, for food, for the children's shoes, she is able to face the milkman with equanimity every month satisfied with her economizing ways, and never knows the guilt of buying something she can't really afford.

As for myself, I fall neither of these categories. If I have money to spare I can be extravagant, but when, as is usually the case, I am hard up and then I am the meanest man imaginable.

Question 1:

Choose an appropriate title for the above passage:

1. Profligacy plays its part in the lives of both rich and poor
2. Miserable lives of the poor
3. Profligacy – A cause for poverty
4. Profligacy is appreciated

**Correct choice: A**

**Explanation:**

It is the most appropriate title as the passage highlights the life of both rich and lower class people in the first and second paragraphs respectively.

Question 2:

As per the text, "A wealthy and successful businessman..."

1. Has been into profligacy

2. Is popular by wasting time
3. Shall not worry about popularity
4. Is likely to have a lavish standard of living

**Correct choice: D**

**Explanation:**

The fourth line of the 1st paragraph gives us a hint about the same.

**Question 3:**

“Lavish with hospitality” – what is the meaning of this

The phrase in the context of the above passage:

1. Precise in spending merely on strangers as well as guests
2. Can't serve relatives and friends
3. Miserliness in dealing with relatives
4. A sense of profligacy in treating guests

**Correct Answer: D**

**Explanation:**

“Hospitality” in this phrase means to serve or treat guests or receive them with a warm and generous gesture and “lavish” denotes extravagance. The only match with the meaning is D.

Question 4.

“Equanimity” word in the concluding paragraph means:

1. Embarrassment
2. Composure
3. Ambiguous
4. Doubtful

**Correct Answer: B**

**Explanation:**

The meaning of the word itself is composure and stability when someone is stressed. As the sentence suggests, the milkman has to face equanimity every month.



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