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# Idioms and Phrases



The rules for Idioms and phrases are frequently the same.

Idioms, in general, demonstrate human behaviour, reaction to certain things, habits, and traditions. An idiom is a group of words that, when used together, produces a meaning that is entirely different from the meaning of each word when used individually.

To explain phrases, think of them as the inverse of idioms. This means that idioms and phrases can be used interchangeably and in conjunction with one another.

Idioms and phrases are literal terms that imply a meaning that would otherwise be hidden behind the words themselves.

- They have a cultural value that is attached to them.
- They are metaphorical in the sense that extracting the literal meaning of all the words stated would be too unusual to believe, if not farcical.
- Idioms and phrases can add flavour to boring prose or book, and authors use them to add something interesting or remove monotones from their writing.

## DIFFERENCE BETWEEN IDIOMS AND PHRASES

The difference is that in an idiom, the meaning is derived from common usage. A phrase, on the other hand, is a small group of words that, when taken together, has some meaning.

### Idioms

#### Understand With Example



- **Being comfortable in one's skin:**

If you take the literal meaning, it would be impossible to explain.

However, the actual meaning here is: 'the feeling of being at ease with yourself.'

One's skin refers to one's own skin, or, to put it another way, 'yourself'.

#### • Beat around the bush:

This idiom does not mean to take a bat and beat the bush, but rather to discuss everything surrounding the topic while attempting to ignore or avoid the main topic, the person, or a specific thing

### Phrases

#### Understand With Example



- Deep down—deeper feelings
- Group of men and women—a group of men and group of women
- Challenge of imagination—challenging to be imaginative
- Latin and Greek—some strange meaning

### Tips and tricks and shortcuts for idioms and phrases

We have some tips and tricks for idioms and phrases that will help you with the questions, but first, let's start with the definition.

Idioms are the collections of words and phrases that have a figurative meaning. They are mostly used in the text's linguistic sections. A phrase is defined as a small group of words that form



one unit and are spoken or written as such. Phrases are not like idioms in that they are to the point and provide direct meaning.

#### **Tip 1:**

Understand the idioms and phrases and do not limit yourself to meaning alone

#### **Tip 2:**

Try to relate the idiom and phrase with visual and real image

#### **Tip 3:**

Do not try to merge it at once or learn many idioms and phrases.

Some key points to improvise your cache of idioms and phrases for their more flowing use are:

### **1. Continuous reading**

Reading as many books as possible is the only way to gain expertise and to acclimatise with the use of idioms and phrases in daily life. Reading not only entertains us but is also a great way to exercise our brain.

### **2. Understand the meaning of each idiom and phrase**

The next step is to not only learn new idioms and phrases, but also to comprehend their

### **List of idioms and phrases**

1. A blessing in disguise: When a misfortune turns into a blessing
2. A dime a dozen: A very common, regular thing which is not unique
3. A piece of cake: Something elementary in nature which is easy to do
4. Above water: Free of trouble or difficulty, generally used for financial terms
5. Accident of birth: When one gets lucky because of the family or place one was born in
6. Accident waiting to happen: When any action is obvious to create trouble or mishap
7. According to Hoyle: Doing something by sticking to the procedures/or the certain way it was supposed to happen
8. Ace in the hole: An advantage which is hidden
9. Ace up one's sleeve: A surprising advantage that nobody is aware of
10. Achilles' heel: One weak spot of a powerful person, that can be lethal

meaning by investigating their origin and the context in which they are commonly used.

### **3. Avoid cramming**

Avoid learning too many idioms at once by focusing on understanding the basic concept behind that particular idiom or word.

One should limit oneself to 6-7 phrases per day. However, one can categorise idioms with similar meanings/or themes and memorise them section or theme-wise.

### **4. Using visual imagination**

The final and most important tip is to use our visual imagination because the origins of the majority of the idioms are fascinating. One should not only investigate the origins of these items but also relate them to specific images and link them to specific stores. This is the most effective method for memorising a wide range of idioms and phrases.

Jot down the ready reckoners (most commonly used Idioms and words) for revision:

Another simple way to gain expertise in understanding such questions is to make a list of commonly used idioms, words, or phrases, along with their respective meanings, and revise them on a regular basis.



11. Acid test: A way of testing the worthiness of something
12. Acknowledge the corn: To admit one's mistake, even if it's not of major significance
13. Acquired taste: When one learns to appreciate something, on a frequent/regular use of it
14. Across the board: It denotes all the categories, types or people
15. Across the pond: On or to the other side of the Atlantic Ocean
16. Act high and mighty: To believe oneself to be better than the rest
17. Act of Congress: Hard to get, said of authorisation
18. Act one's age: Used for a mature person acting childishly to act maturely
19. Actions speak louder than words: The intentions of a person are more expressed through his actions, not just words
20. Add fuel to the fire: To worsen the existing tension
21. Add insult to injury: Ridiculing a person who is already injured.
22. After one's own heart: To like or dislike similar to one's own
23. After the fact: After something is finalised, when it's too late
24. After the lord mayor's show (UK): Anticlimactic, occurring after something impressive
25. At daggers drawn: To be extremely hostile to each other
26. Bark up the wrong tree: To have a wrong idea about something
27. Be in touch: To communicate via call or text each other
28. Beat around the bush: Avoid sharing your true viewpoint or feelings because it is uncomfortable
29. Beating a dead horse: Giving time or energy to something that has ended or over
30. Best of both worlds: To enjoy the advantages of two contrasting things at the same moment
31. Between the devil and the deep blue sea: In a very tough situation
32. Bite the bullet: To get an unfavourable situation or chore over with now because it will need to get finished eventually
33. Biting off more than you can chew: To take over an assignment or a task which is out of your capacity
34. Break a leg: is to wish luck (often said to actors before they go on stage)
35. Burn the candle at both ends: To overwork yourself until you're exhausted
36. By the skin of your teeth: To barely make it through
37. Call a spade a spade: To express frankly about what you see
38. Call it a day: Stop working on something
39. Can't make an omelette without breaking some eggs: You can't make everyone happy
40. Caught between a rock and a hard place: Making a choice between two unpleasant choices.
41. Clouds on the horizon: Trouble is coming or is on its way
42. Costs an arm and a leg: Something that is overpriced or very expensive
43. Cry for the moon: Ask for something impossible
44. Devil's advocate: To take the side of the counter-argument, or offer an alternative point of view
45. Doing something at the drop of a hat: Doing something at the moment of being asked
46. Don't count your chickens before they hatch: Not to count on something happening until after it has already happened
47. Don't judge a book by its cover: Not judging something by its initial appearance
48. Fall on your sword: To resign or get out of a project after failing
49. Feeling under the weather: To feel sick
50. Fit as a fiddle: To be fit and healthy
51. Get off of work: To get done or finish your work/shift
52. Getting a second wind: To become energetic again after a tiring phase
53. Getting a taste of your own medicine: To get treated the same way you treated others
54. Gift of the gab: Remarkable oratory skill.



- 55.** Giving someone the cold shoulder: Snubbing someone
- 56.** Giving the benefit of the doubt: To believe a baseless story even though it seems unbelievable
- 57.** Going on a wild goose chase: Doing a pointless task
- 58.** Harbinger of doom: A sign that something bad is about to happen
- 59.** Hat in hand: To beg for favour from someone
- 60.** Have your heart in your mouth: To be very frightened and scared
- 61.** Heard it on the Grapevine: To hear a rumour
- 62.** Hit the road: To leave
- 63.** Hitting the nail on the head: To perform a task to its exactness
- 64.** In hot water: In serious difficulty
- 65.** Killing two birds with one stone: To accomplish two tasks by one action
- 66.** Laugh like a drain: To laugh coarsely
- 67.** Let someone off the hook: To allow someone, who has been caught, to not be punished.
- 68.** Let the cat out of the bag: To accidentally reveal a secret.
- 69.** Letting someone off the hook: To not hold someone responsible for something
- 70.** Make a long story short: To explain something in brevity
- 71.** No pain, no gain: Means that you have to do the hard work to achieve something worthwhile
- 72.** On the ball: To do a great job, being prompt, or being responsible
- 73.** Once in a blue moon: An event that happens not very frequently
- 74.** Out of the woods: To be safeguarded from
- 75.** Pulling someone's leg: Joking with someone
- 76.** See eye to eye: To accept something
- 77.** Sitting on the fence: To avoid decision-making
- 78.** Speak of the Devil: The person who you were talking about arrives
- 79.** Spitting image: A perfect resemblance
- 80.** Stealing someone's thunder: Stealing someone else's credit for work
- 81.** Straight from the horse's mouth: Hearing or reading the content from the original source.
- 82.** Take a leaf out of one's book: To emulate someone
- 83.** Take a powder: To leave quickly
- 84.** The best of both worlds: It means you can enjoy two different opportunities at the same time.  
“By working part-time and looking after her kids two days a week she managed to get the best of both worlds.
- 85.** The elephant in the room: An issue, person, or problem that someone is trying to avoid
- 86.** The last straw: The last difficulty or annoyance that makes the entire situation unbearable
- 87.** Throwing caution to the wind: Being reckless or taking a risk
- 88.** To cut corners: To do something badly or cheaply.
- 89.** To hide one's light under a bushel: To be modest about your achievements
- 90.** When pigs fly: Something that will never happen.
- 91.** Wrap your head around something: Understand something that is complicated
- 92.** You can lead a horse to water, but you can't make him drink: You can't force someone to make what is seemingly the right decision
- 93.** You can't judge a book by its cover: To not judge someone or something based solely on their appearance
- 94.** Your guess is as good as mine: To not know something



## SOLVED EXAMPLES

**One proverb or idiom is mentioned below along with its meaning. Choose the correct meaning of that particular idiom from the given options.**

1. All in all
  - A. Each person
  - B. Every one
  - C. Call everyone at the same time
  - D. Most important

**Answer: D**

**Explanation:** All in all, signifies the crux, the minutes of any meeting, or the most important points of any discussion. Hence, option D is the correct one.

2. Add fuel to the flames
  - A. To burn something
  - B. To do or say something that makes someone react more strongly
  - C. To consider something
  - D. None of the above

**Answer: B**

**Explanation:** To add fuel to flames means to over-exaggerate anything that worsens a situation.

3. To smell a rat
  - A. To see a rat
  - B. To suspect foul dealings

- C. To find plague in a specific area
- D. None of the above

**Answer: B**

**Explanation:** To smell a rat means to suspect a nasty dealing or sensing something wrong in a particular situation. This can be better explained with the help of an example given below:

If I don't go to school today, then the teacher will smell a rat.

4. Strike while the iron is hot
  - A. To beat the hot iron
  - B. To act promptly when the situation is in favour
  - C. To alleviate an already tense situation
  - D. To raise objections

**Answer: B**

**Explanation:** It means to take advantage of any opportunity as and when it arises without waiting. It can be better explained with the help of an example:

Sam told Martha, You've got such a great job opportunity. If I were you, then I'd rather strike while the iron is hot.



## PRACTICE QUESTIONS

1. The shareholder was in news for ‘tipping off’ the creditors and investors.
  - A. Bribed
  - B. Kill someone
  - C. Given advance information
  - D. Threatened
2. Alia ‘set her face against’ the idea of participating in the quiz.
  - A. To oppose with determination
  - B. To criticise others
  - C. To be very angry
  - D. To victimise someone
3. The psychiatrist could finally ‘hit the nail right on the head’, in her session today with Arjun on identifying his difficulty understanding his own emotions because of people-pleasing habits.
  - A. To teach someone a lesson
  - B. To destroy one’s reputation
  - C. To forget about past
  - D. To do the right thing
4. He will ‘smell a rat’ if I keep meeting you post-work hours.
  - A. To suspect foul dealings
  - B. To see signs of plague epidemic
  - C. To get bad smell of a bad dead rat
  - D. To get something of bad quality
5. It’s difficult for Sam to achieve his dreams, ‘he is a man of straw’.
  - A. A very active person
  - B. A worthy fellow
  - C. A lonely person
  - D. A man of no substance
6. He left the band to collaborate with other artists, ‘leaving his band in the lurch’.
  - A. To put someone at ease
  - B. To come to a compromise with someone
  - C. To desert someone in his difficulties
  - D. A constant source of annoyance to someone
7. It is the common practice of the team head ‘to pick holes’ in the pitch prepared by the Interns in this company.
  - A. To find some reason to quarrel
  - B. To cut some part of item
  - C. To criticise someone
  - D. To destroy something
8. The best way to start a conversation with a stranger is to ask a general question about their day, or something of common knowledge, even if you have to cry wolf.
  - A. To turn pale
  - B. To keep off starvation
  - C. To give a false alarm
  - D. None of the above
9. The goon thought I didn’t shoot him because I was scared, but he doesn’t know yet that he is ‘caught in a tartar’!
  - A. To deal with a person who is more than one’s match
  - B. To catch a dangerous person
  - C. To meet with disaster
  - D. None of the above
10. The strategy to get hold of the don is to first expose the illegal business of ‘his right-hand man’.
  - A. An honest person
  - B. Most efficient assistant
  - C. A competent and hardworking person
  - D. A foolish person
11. The director ‘fell flat on his face’ on receiving such harsh reviews for his film.
  - A. Very important
  - B. Fails completely
  - C. Quarrel
  - D. Retreat
12. With the discrepancies in the group, it is expected that the ‘heads will roll’.
  - A. Appraising situation
  - B. Punishment
  - C. People will die
  - D. Transfers will take place



- 13.** To avoid future confusion on the specifics of a deal, one must deal ‘above board’.
- To have a high opinion of oneself
  - Hate others
  - To be honest in any deal
  - Indulges in dream
- 14.** The student felt like ‘a fish out of the water’ for a week in the new school.
- Homeless
  - Frustrated
  - A sad thing that appears suddenly
  - Painful
- 15.** Samuel’s invitation to Tanya at his wedding, after their breakup, felt like ‘heaping coals of fire on her head’.
- To sort out the old from the new
  - To agitate someone
  - To annoy someone very much
  - Put someone to shame
- 16.** In the professional world, everyone must not be gullible to share their own work, people often use it to ‘feather their own nest’.
- To enrich oneself by using one’s influence or position or with other people’s money.
  - To win a race by a short distance
  - To be shouted at for something one has done
  - To give oneself the courage or strength to do something
- 17.** She demanded a raise because she knew the ‘worth of her salt’ in the company.
- To constantly worry about something
  - Competent and deserve
  - To feel physical discomfort because of nervousness
  - To have an edge over other contenders in a competition
- 18.** They ‘burnt their fingers’ by giving out their bank details to a stranger on the call.
- To be guarded in your speech
  - To think clearly before taking a decision
  - Got himself into trouble
  - To obstinately stick to your viewpoint.
- 19.** The miserable demeanour of ducks during thunder has been proverbial since the late 18th century. You did look for all the world like ‘a dying duck in a thunderstorm’.
- Something stupid or mad
  - A distressing situation
  - Confused or puzzled
  - Spontaneous
- 20.** Sid ‘got cold feet’ before checking his all-India Rank in NEET.
- Very clear about something
  - To lose confidence
  - Wasting of time and money
  - Paying attention to less important issues

## SOLUTIONS

- (C)** Given advance information. Tipped off means to give someone a warning or secret information about something.
- (A)** To oppose with determination. The idiomatic expression ‘to set one’s face against something’ means to strongly disapprove of something.
- (D)** To do the right thing means to hit the nail right on the head: to describe exactly what is causing a situation or problem.
- (A)** To suspect foul dealings means to suspect or realise that something is wrong in a particular situation.
- (D)** A man of no substance means a man whose character is weak and who lacks definite beliefs.
- (C)** To desert someone in his difficulties means to abandon or desert someone in difficult straits.
- (C)** To criticise someone means to make



- an effort to find flaws or negative aspects in something through excessive analysis or criticism.
8. **(C)** To give a false alarm means to cry wolf means to ask for assistance when you don't need it.
9. **(B)** To catch a dangerous person means to deal with someone or something that proves unexpectedly troublesome or powerful.
10. **(B)** Most efficient assistant means someone's right-hand man or right-hand woman is their close assistant and the person they trust to help and support them in everything they do.
11. **(B)** Fails completely, 'fall flat on one's face' means to fail completely, especially in an embarrassing way.
12. **(B)** Punishment, if you say that heads will roll as a result of something bad that has happened, you mean that people will be punished for it, especially by losing their jobs.
13. **(C)** To be honest in any deal in a straightforward manner: openly
14. **(A)** Homeless, if you feel like a fish out of water, you do not feel comfortable or relaxed because you are in an unusual or unfamiliar situation.
15. **(D)** Put someone to shame, if someone felt bad because they forgot to get you a Christmas gift, for you to buy them an especially nice gift is heaping coals on their head.
16. **(A)** To enrich oneself by using one's influence or position or with other people's money.
17. **(B)** Competent and deserved. The expression 'to be worth one's salt' means you're competent and deserve what you're earning.
18. **(C)** Got himself into trouble. The phrase 'to burn one's fingers' means to suffer unpleasant results of an action
19. **(B)** A dying duck in a thunderstorm. It means a distressing situation where you are dejected and pessimistic.
20. **(B)** Getting cold feet means losing confidence.



### WHAT IS A SYNONYM?

It may be referred to as a word that has a similar or identical meaning as a particular word. If joyful and happy have the same meaning, then 'joyful' can be called the synonym of happy and vice versa.

### Following are some important synonyms

WORD	MEANING	SYNONYMS
<b>Ability</b>	A skill to do something well	Skill, capability, competence, talent
<b>Anger</b>	A feeling of annoyance or displeasure	Annoyance, irritation, fury, rage, resentment
<b>Annoy</b>	To make someone feel slightly irritated	Irritate, bother, bug, displease
<b>Answer</b>	To reply to a question	Reply, response, acknowledgement
<b>Ask</b>	To question someone or get them to do something	Ask, demand, beg, request
<b>Aware</b>	To know information about something	Aware, alert, informed, mindful, conscious
<b>Beginner</b>	A person who is new at something	Apprentice, novice, learner
<b>Break</b>	To divide something into pieces, usually by force	Burst, crack, smash
<b>Careful</b>	Showing attention to all details	Thorough, conscientious, painstaking
<b>Cautious</b>	Careful and not willing to take any risk	Careful, vigilant, wary, secretive, prudent, cagey
<b>Change</b>	To bring about a difference in something	Convert, alter, modify, shift, transform, vary
<b>Collect</b>	To bring together things	Assemble, gather, hoard
<b>Complain</b>	To express annoyance or dissatisfaction about something	Grumble, protest, object, whine



WORD	MEANING	SYNONYMS
<b>Correct</b>	Accurate, true, without any mistake	True, exact, accurate
<b>Courage</b>	Ability to deal with a dangerous situation without fear	Nerve, guts, bravery
<b>Defeat</b>	To succeed against someone	Thrash, conquer, beat, overcome, triumph
<b>Dirty</b>	Not clear or untidy	Squalid, untidy, grubby, filthy, grimy, soiled
<b>Disagree</b>	To not have the same opinion as someone else	Dispute, contradict, differ, argue
<b>Dislike</b>	Not liking someone or something	Hatred, disgust, hate
<b>Easy</b>	The quality of not being difficult	Uncomplicated, simple, straightforward
<b>Famous</b>	Known by many people	Renowned, notorious, infamous, well-known
<b>Fatal</b>	Causing death	Deadly, mortal, terminal, lethal
<b>Follow</b>	To come after something	Pursue, stalk, chase
<b>Fragile</b>	Easily breakable	Breakable, flimsy, delicate
<b>Friend</b>	A person known and liked	Mate, pal, companion, acquaintance
<b>Funny</b>	Something that makes people laugh	Humorous, hilarious, comical, witty
<b>Give</b>	To pass to someone else	Present, donate, grant, confer
<b>Good</b>	The quality of being of suitable standard	Satisfactory, excellent, acceptable, wonderful
<b>Habit</b>	Something that is done regularly by someone	Custom, practice, routine, tradition
<b>Hard</b>	Not easy	Tough, tricky, awkward, difficult
<b>Harm</b>	Causing someone or something injury	Wound, damage, hurt, injure



WORD	MEANING	SYNONYMS
<b>Increase</b>	Become higher in number or amount	Extend, enlarge, expand
<b>Intelligent</b>	Able to understand things well	Talented, gifted, bright, able, clever
<b>Kill</b>	To cause something to die	Put down, slaughter, assassinate, murder, kill, execute
<b>Lack</b>	Be short of something	Deficiency, deficit, shortage
<b>Leader</b>	In charge of something	Captain, supervisor, incharge, manager, boss
<b>Like</b>	To have good feelings about something	Appreciate, love, enjoy
<b>Love</b>	To have a strong feeling of liking for someone or something	Infatuation, passion, affection, fondness, liking
<b>Mistake</b>	Something that is wrong	Slip, blunder, error
<b>Moving</b>	Something that causes strong emotions	Touching, stirring, emotional
<b>Necessary</b>	Important	Required, essential, vital
<b>New</b>	Something made recently	Original, innovative, novel
<b>Noisy</b>	Making a lot of noise	Piercing, rowdy, deafening, loud
<b>Now</b>	At this point in time	Immediately, instantly, presently, promptly
<b>Occasional</b>	Something that happens sometimes	Intermittent, odd, periodic
<b>Often</b>	On many occasions	Regularly, frequently, repeatedly, again-and-again
<b>Old</b>	Dating back to a long time ago	Antique, old-fashioned, ancient, elderly
<b>Protect</b>	Keep something safe	Shield, guard, defend, shelter
<b>Pull</b>	To move something towards yourself	Haul, tug, jerk, tow, drag, draw



WORD	MEANING	SYNONYMS
<b>Quiet</b>	Not making any noise	Inaudible, non-communicative, noiseless, silent, peaceful
<b>Raise</b>	To bring something to a higher level	Elevate, hoist, lift, pick up
<b>Sad</b>	Not feeling cheerful	Miserable, depressed, fed up, unhappy
<b>Shine</b>	To be bright	Glitter, glow, dazzle, blaze
<b>Smell</b>	A sense through the nose	Odour, aroma, stink, scent
<b>Strong</b>	Having a lot of strength or power	Mighty, fit, sturdy, powerful
<b>Stupid</b>	Not sensible	Silly, senseless, irresponsible, foolish
<b>Suggest</b>	To make a recommendation	Recommend, propose, advise
<b>Teach</b>	To show to instruct someone how to do something	Instruct, educate, train, coach, tutor
<b>Temporary</b>	Lasting only a short period of time	Short-lived, passing, fleeting
<b>Think</b>	To have a thought or opinion about something	Work out, figure out, conclude, assume, reason
<b>Type</b>	A group of things with similar characteristics	Category, genre, species, sort, kind
<b>Unattractive</b>	Not attractive	Plain, hideous, ugly, unsightly
<b>Uncertain</b>	Not sure about something	In doubt, sceptical, dubious, doubtful, unsure
<b>Usual</b>	Common in most occasions	Customary, normal, routine, traditional
<b>Very</b>	Signifies the intensity of an adjective or adverb	Remarkably, extremely, exceptionally
<b>Watch</b>	To notice something	Look, stare, observe
<b>Weak</b>	Not strong	Unhealthy, feeble, frail
<b>Wet</b>	Covered in or absorbed liquid	Soaking, damp, waterlogged, moist
<b>Worry</b>	A cause of consistent thought	Responsibility, anxiety, burden, problem



## PRACTICE QUESTIONS

Write the synonym of the given words. (The words can have more than one synonym.)

1. Old	
2. Ambitious	
3. Effortless	
4. Depraved	
5. Dauntless	
6. Interesting	
7. Kill	
8. Predicament	
9. Strange	

10. Ugly	
11. Scared	
12. Factual	
13. Natty	
14. Impish	
15. Miniature	
16. Corpulent	
17. Droll	
18. Abhor	
19. Succour	
20. Afflict	

## SOLUTIONS

1. Aged/worn/used/dilapidated
2. Hankering/purposeful/aggressive
3. Easy
4. Corrupt/spoiled
5. Brave/intrepid/courageous/fearless
6. Fascinating/intelligent
7. Slay/demolish/ruin
8. Quandary/dilemma/plight
9. Peculiar/unusual/unfamiliar
10. Hideous/horrible/monstrous
11. Fearful/unnerved/insecure
12. Correct/accurate/true
13. Neat/trip/smooth
14. Mischievous/naughty/prankish/sportive/waggish
15. Tiny/little/diminutive
16. Fat/plump/thick
17. Humorous/amusing/laughable
18. Hate/despise/loathe
19. Help/assist/encourage/aid
20. Distress/pain/damage/hurt





### WHAT DOES ANTONYM MEAN?

Words that have a contrast or opposite meaning to a word are called their antonyms. Antonym has been a more recent addition to the English language in comparison with synonyms.

### Following are some important antonyms

WORD	MEANING	ANTONYMS
<b>Abandon</b>	To leave someone or something	Keep
<b>Abbreviate</b>	To shorten something	Lengthen, increase, expand
<b>Ability</b>	The skill to do something	Inability, incompetence
<b>Able</b>	Having the skill to do something	Incapable, incompetent
<b>Abundant</b>	Being enough in amount or number	Insufficient, scarce, scanty
<b>Accurate</b>	The quality of being right	Inaccurate, wrong
<b>Achieve</b>	To get something	Fail
<b>Active</b>	Having energy	Sluggish, idle, lethargic
<b>Adamant</b>	Unwilling to change an opinion	Yielding, manoeuvrable
<b>Add</b>	To increase	Subtract
<b>Adequate</b>	Enough for the need	Sparse, insufficient, inadequate
<b>Adjourn</b>	To stop something for some time	Recommence, continue
<b>Advocate</b>	To show support for something	Oppose
<b>Afraid</b>	To be apprehensive of something	Brave, courageous
<b>Aggressive</b>	Showing angry tendencies	Peaceful, passive
<b>Aid</b>	To help someone or something	Hinder
<b>Amateur</b>	To be new at something	Professional
<b>Ambitious</b>	To be aspiring about something	Indifferent, lazy, indolent
<b>Antagonise</b>	To anger someone	Tranquillise, soothe

### What is the importance of antonyms?

Similar to the importance of synonyms, learning antonyms help us expand our vocabulary. They also help us understand any text better. Questions based on ‘antonyms’ are asked in GATE and other engineering entrance exams.



WORD	MEANING	ANTONYMS
<b>Apparent</b>	Clear from what is seen	Obscure, subtle, hidden
<b>Approve</b>	To ratify something	Disapprove, censure
<b>Arrive</b>	To reach somewhere	Leave, depart
<b>Arrogant</b>	To think high about oneself	Modest, humble
<b>Artificial</b>	Not natural	Real, authentic, unnatural
<b>Beautiful</b>	Something or someone that looks good	Ugly
<b>Beginning</b>	The start of something	Finish
<b>Believe</b>	To accept something or someone without doubt	Distrust
<b>Below</b>	Under something	Above
<b>Beneficial</b>	Helpful in something	Harmful, adverse
<b>Brave</b>	Courageous	Cowardly, timid
<b>Busy</b>	Occupied with something	Idle, inactive
<b>Calm</b>	Quiet and peaceful	Excited, turbulent
<b>Careful</b>	Marked by watchfulness	Careless, reckless
<b>Cease</b>	To stop	Continue, recommence
<b>Charming</b>	Delightful, attractive	Obnoxious, gross, vulgar
<b>Chubby</b>	Thick, plump	Thin, skinny
<b>Clarify</b>	To explain something	Confuse
<b>Coarse</b>	Marked by bumpiness	Fine, smooth
<b>Colossal</b>	Very big or major	Tiny, insignificant, trivial
<b>Comical</b>	Funny and inducing laughter	Tragic, sorrowful
<b>Comprehend</b>	Understand properly	Confuse, misinterpret
<b>Condense</b>	To compress something	Expand, enlarge
<b>Confess</b>	To admit something	Deny



WORD	MEANING	ANTONYMS
<b>Dangerous</b>	Not safe	Safe
<b>Daring</b>	Bold, brave	Cautious
<b>Dawn</b>	Start of the day	Evening
<b>Dead</b>	Without life	Alive, active
<b>Deduct</b>	Remove something	Add
<b>Defend</b>	Protect something	Attack, assault
<b>Defy</b>	To resist	Obey, comply
<b>Delicate</b>	Very weak	Sturdy
<b>Denounce</b>	Blame something	Commend
<b>Dense</b>	Very thick	Sparse, empty
<b>Depart</b>	Leave a place	Arrive
<b>Deposit</b>	To store	Withdraw
<b>Desolate</b>	Barren	Dense, verdant
<b>Despise</b>	Hate someone/something	Love
<b>Eccentric</b>	Not usual or common	Normal
<b>Ecstasy</b>	The feeling of happiness	Sadness, depression
<b>Encourage</b>	To support something	Discourage
<b>Enemy</b>	One's ill-wisher, contender	Ally, friend
<b>Enjoy</b>	To like something	Dislike, hate
<b>Enlarge</b>	To increase the size of something	Reduce, shrink
<b>Enormous</b>	Very big in size	Tiny, microscopic
<b>Enough</b>	Sufficient in number or amount	Insufficient
<b>Fancy</b>	Elaborate in style	Simple, plain
<b>Fantastic</b>	Amazing	Ordinary, usual
<b>Fast</b>	Quick	Slow



WORD	MEANING	ANTONYMS
<b>Feasible</b>	Possible to do	Impossible
<b>Feeble</b>	Weak	Strong
<b>Ferocious</b>	Brutal	Tame, gentle
<b>Gallant</b>	Heroic, brave	Coward
<b>Gather</b>	Collect some things or people	Scatter, disperse
<b>Gaudy</b>	Showy	Tasteful, refined
<b>Gaunt</b>	Thin	Overweight, plump
<b>Generous</b>	Giving	Selfish, stingy
<b>Gentle</b>	Tender	Rough, harsh
<b>Help</b>	Aid	Hinder, thwart
<b>High</b>	Elevated	Low
<b>Hold</b>	Grasp something	Release, discharge
<b>Honest</b>	Without any lies or pretences	Untruthful, insincere
<b>Hospitable</b>	Welcoming	Rude, unfriendly
<b>Hostile</b>	Angry and defensive in character	Friendly, cordial
<b>Imperative</b>	Required to be done	Unnecessary, optional
<b>Imperfect</b>	With flaws	Perfect, flawless
<b>Impetuous</b>	Likely to be rash and careless	Restrained, careful
<b>Important</b>	Meaningful	Unimportant, meaningless
<b>Independent</b>	Dependent on oneself	Dependent, unsure
<b>Inferior</b>	Of a lesser standard	Superior
<b>Infuriate</b>	To anger	Soothe, calm
<b>Ingenious</b>	Clever	Unoriginal, dull
<b>Innocent</b>	Without blame	Guilty
<b>Least</b>	The minimum	Most, maximum



WORD	MEANING	ANTONYMS
<b>Legible</b>	Something that can be read	Illegible, unreadable
<b>Lenient</b>	Merciful, not harsh	Harsh, strict
<b>Listless</b>	Without any energy	Active, energetic
<b>Logical</b>	Something that can be rationally understood, rational	Illogical, unreasonable
<b>Mediocre</b>	Moderate in character	Outstanding
<b>Mend</b>	To fix something	Break
<b>Migrant</b>	Something or someone who travels	Stationary, immovable
<b>Militant</b>	Aggressive	Peaceful
<b>Minor</b>	Lesser in standard	Major
<b>Mirth</b>	Fun, enjoyment	Gloom, sadness
<b>Mischiefous</b>	Naughty	Well-behaved, angelic
<b>Nonchalant</b>	Carefree, unconcerned	Concerned, apprehensive
<b>Normal</b>	Ordinary	Abnormal, unusual
<b>Numerous</b>	Several	Few, scanty
<b>Opponent</b>	Enemy, rival, competitor	Ally, friend
<b>Optimistic</b>	Positive	Pessimistic
<b>Optional</b>	Not mandatory	Required
<b>Permanent</b>	Lasting, fixed, perennial	Temporary, changing
<b>Perpetual</b>	Unending	Transient, fleeting
<b>Persuade</b>	Convince	Dissuade, deter
<b>Plausible</b>	Believable	Unbelievable
<b>Plentiful</b>	Enough, adequate	Scarce, insufficient
<b>Rational</b>	Logical	Irrational, crazy
<b>Ravage</b>	To ruin something	Restore, revitalise



WORD	MEANING	ANTONYMS
<b>Raze</b>	To destroy	Build, construct
<b>Recreation</b>	Something that is done for pleasure	Work, labour
<b>Reduce</b>	To lessen the amount or quantity	Increase, enlarge, amplify
<b>Serious</b>	Of grave nature	Flighty, fickle
<b>Shrewd</b>	Of clever character	Unthinking, careless
<b>Shy</b>	Timid in nature	Bold, aggressive
<b>Sick</b>	Unhealthy, ill, unwell	Well, healthy
<b>Trivial</b>	Insignificant	Important, crucial
<b>Turbulent</b>	Violent	Calm, peaceful
<b>Turmoil</b>	Commotion	Quiet, tranquillity
<b>Wrong</b>	Not correct	Correct, right
<b>Yield</b>	To produce	Keep, retain
<b>Zenith</b>	The peak of something	Bottom, base

### PRACTICE QUESTIONS

**Write the antonyms of the given words. (There can be more than one antonym to a single word.)**

1. Answer	
2. Admit	
3. Bravery	
4. Captivity	
5. Dismal	
6. Generous	
7. Healthy	
8. Knowledge	
9. Rapid	



<b>10.</b> Sorrow	
<b>11.</b> Possible	
<b>12.</b> Interesting	
<b>13.</b> Horizontal	
<b>14.</b> Giant	
<b>15.</b> Strong	
<b>16.</b> Scatter	
<b>17.</b> End	
<b>18.</b> Cunning	
<b>19.</b> Beautiful	
<b>20.</b> Artificial	

## SOLUTIONS

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| <b>1.</b> Question/query            | <b>13.</b> Vertical               |
| <b>2.</b> Deny/oust                 | <b>14.</b> Dwarf/pygmy            |
| <b>3.</b> Cowardice/timidity        | <b>15.</b> Weak/idle/frail        |
| <b>4.</b> Freedom                   | <b>16.</b> Gather/collect         |
| <b>5.</b> Cheerful/luminous         | <b>17.</b> Beginning/start/origin |
| <b>6.</b> Greedy/miserly            | <b>18.</b> Ignorant/simple        |
| <b>7.</b> Unhealthy/ill             | <b>19.</b> Ugly/hideous/monstrous |
| <b>8.</b> Ignorance/impotence       | <b>20.</b> Natural/real/genuine   |
| <b>9.</b> Slow/sluggish/languishing |                                   |
| <b>10.</b> Joy/cheer                |                                   |
| <b>11.</b> Impossible/unlikely      |                                   |
| <b>12.</b> Dull/uninteresting       |                                   |





## WHAT ARE THE PARTS OF SPEECH?

Every word in the English language is a part of speech. The role of a word in a sentence is referred to as “part of speech.” In traditional grammar, it is one of the nine major categories into which words are grouped according to their roles in sentences, such as nouns or verbs. These are the building blocks of grammar, sometimes known as word classes. The part of speech identifies how a word behaves in a sentence, both grammatically and in terms of meaning. A single word can act as more than one component of speech when used in different contexts. Knowing the parts of speech is essential when using a dictionary to determine the correct definition of a word. Every phrase written or spoken in English comprises words from one of the nine parts of speech. These include words like nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles/determiners, and interjections.

Open classes (nouns, verbs, adjectives, and adverbs) and closed classes (pronouns, prepositions, conjunctions, articles/determiners, and interjections) are the most prevalent divisions of speech. Open classes, on the other hand, can be changed and added to as the language evolves, whereas closed classes are pretty much set in stone. Every day, for example, new nouns are formed, but conjunctions do not change.

### Nine parts of speech

The nine parts of speech in the English language are as follows: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection, and articles.

#### 1. Noun (Naming word):

A noun is a word that refers to a specific person, place, thing, or idea. A noun is something that refers to a “thing.” Nouns are the most basic

of the nine components of speech. Depending on the situation, nouns can serve as the subject, direct object, indirect object, subject complement, object complement, appositive, or adjective in a phrase. Five types of nouns can be found in the English language:

- a. Proper Noun:** A proper noun, which is a term that identifies a specific person, place, or thing. Proper nouns in written English begin with capital letters. e.g., John, India, Africa, Friday.
- b. Common Noun:** Nouns that refer to people or things, in general, are known as common nouns, e.g., boy, country, bridge, city, birth, day, happiness.
- c. Collective Noun:** Nouns that refer to groups of people or things are collective nouns, e.g., audience, family, government, team, jury.
- d. Abstract Noun:** A noun that refers to concepts, traits, and conditions that cannot be seen or touched, as well as things that have no physical reality is known as an abstract noun is, e.g., truth, danger, happiness, time, friendship, humour.
- e. Concrete Noun:** A noun that refers to persons and things that can be seen, touched, smelled, heard, or tasted and exists physically is known as a concrete noun, e.g., dog, building, coffee, tree, rain, beach, tune.

#### For example:

- **Stacy** lives in **Singapore**.
- **James** uses **pen** and **paper** to write **letters**.
- We live in **London**.
- Always speak the **truth**.
- A young **woman** brought me a chocolate **cake**.

#### 2. Pronoun (Replaces a noun):

To eliminate redundancy, a pronoun is substituted for a noun or noun phrase. They’re



more generalised nouns that exclusively refer to people. A pronoun is frequently used to substitute an antecedent, which is a specific noun. They're used to avoid sounding unnatural by repeating the same noun in a sentence. Pronouns are further defined by type:

- a. *Personal pronouns*: Pronouns that are used in place of a specific person or thing are known as personal pronouns, e.g., I, you, she, he, it, we, they, me, us, them.
- b. *Relative pronouns*: Pronouns that are used to link one phrase or clause to another phrase or clause are known as relative pronouns. Relative pronouns introduce a subordinate clause, e.g., who, whom, which, what, that.
- c. *Reflexive pronouns*: Pronouns that refer back to the subject of the clause or sentence are known as reflexive pronouns. They are used when the subject of a sentence is also the object of the sentence. Reflexive pronoun ends with the suffix- self or selves, e.g., myself, yourself, itself, herself, himself, ourselves, themselves.
- d. *Demonstrative pronouns*: Pronoun that point to and identify a noun or a pronoun is known as a demonstrative pronoun, e.g., this, that, these, those.
- e. *Indefinite pronouns*: Indefinite pronouns refer to an identifiable, but not specified, person or thing. Indefinite pronouns convey the idea of all, any, none, or some, e.g., some, somebody, anyone, anywhere, nothing, everybody.
- f. *Reciprocal pronouns*: Reciprocal pronouns are used to express reciprocal relationships or acts., e.g., each other, one another.
- g. *Interrogative pronouns*: Pronouns that are used to ask questions about unknown people or things are known as interrogative pronouns, e.g., who, whom, what, which, whose

**For example:**

- **Someone**, please call the ambulance.
- **His** son has been kidnapped.

- I had forgotten **my** umbrella in the room.
- The person sitting by **your** side is **my** uncle.
- **She** wants to sleep.

**3. Adjective (Describing word):**

An adjective is a word that describes, modifies, or adds to the meaning of a noun or pronoun. They indicate which one, how much, and what type, among other things. Adjectives let readers and listeners visualise something more clearly by allowing them to engage their senses. Because the adjectives appear directly before the nouns they modify, they are simple to notice. They are frequently placed before the noun or pronoun that they modify to identify or quantify individual persons and distinct things. Multiple adjectives can also be seen in some sentences. Adjectives can be classified into the following types:

- a. *Descriptive adjective*: An adjective describing a noun by expressing a quality or attribute is known as a descriptive adjective. They are the most common of the various types of adjectives.
- b. *Quantitative adjective*: A quantitative adjective provides information about the quantity of the nouns/pronouns.
- c. *Indefinite adjective*: An adjective that describes or modifies a noun unspecifically is known as an indefinite adjective. They give general/indefinite information about the noun.
- d. *Demonstrative adjective*: An adjective that directly refers to something or someone is known as a demonstrative adjective. They are always positioned directly in front of the noun they are modifying.
- e. *Interrogative adjective*: An interrogative adjective asks a question. A noun or a pronoun must come after an interrogative adjective. These words will not be considered adjectives unless they are followed by a noun.
- f. *Possessive adjective*: A possessive adjective indicates possession or ownership. It



suggests the belongingness of something to someone/something.

**For example:**

- I gave **some** candy to her.
- He is a **good** boy.
- They have **three** children.
- The **hungry** cats are crying.
- I have **ten** candies in my pocket.

**4. Verb (Action word):**

Verbs are parts of speech used to describe people's or things' activities, processes, situations, or states of being. They are verbs that describe what happens in a sentence. A verb expresses the action of someone or something. It is considered the soul of language since it is a vital aspect of a phrase. The following are various types of verbs:

- a. *Finite verbs*: Finite verbs are ones that can take on different forms depending on the subject. It defines the time (past or present) as well as the subject. It also informs you of who is performing the action and when it will be completed.
- b. *Infinitive verbs*: A verb's infinitive form is the verb in its most basic form. A verb's infinitive form is frequently preceded by the word "to." The "to" is a part of the verb when you use an infinitive verb. In this situation, it is not operating as a preposition.
- c. *Transitive verbs*: In a sentence, a transitive verb is one that is accompanied by a direct object. The noun, pronoun, or noun phrase that is having something done to it by the sentence's subject is called the direct object. A transitive verb is one that requires an object to complete itself.
- d. *Intransitive verbs*: A verb is an intransitive verb if it is not used with a direct object. Hence, a verb that doesn't need any object to complete itself is called an intransitive verb. Verbs that express action but do not take an object are known as intransitive verbs. Without an object, the subject and verb express a complete notion. The verb

can, however, be followed by an adverb or other modifier.

- e. *Regular verbs*: If the past tense form and past participle of a verb ending in -ed, -d, or the verb is a -t variant verb, it is termed a regular verb.
- f. *Irregular verbs*: An irregular verb is one that does not end in -ed, -d, or uses the -t variation in the past tense or past participle form.

**For example:**

- I **work** at a factory.
- The mansion **has** five bathrooms.
- Leonardo **ate** a delicious pepperoni pizza.
- Aeroplanes **fly**.
- The writing in this book is too small **to see**.

**5. Adverb (Describes a verb):**

An adverb is a word that is used to amend or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other kind of word or phrase, with the exception of determiners and adjectives that directly modify nouns. Adverbs describe or modify verbs, adjectives, and other adverbs, but never nouns. They describe when, when, how, and why something happened, as well as the amount and frequency of the occurrence. Adverbs are broadly classified as follows:

- a. *Adverbs of time*: Adverbs of time describe when the action of the verb occurred. These adverbs are typically found at the beginning or end of a sentence.
- b. *Adverbs of manner*: Adverbs of manner describe how or in what way something was done. They usually modify verbs and appear at the end of a clause or immediately before the word they modify. This category comprises the most common adverbs—the ones that end in -ly.
- c. *Adverbs of degree*: Adverbs of degree provide additional information about the verb's intensity in the sentence. They describe the extent to which something occurred. Adverbs of degree are frequently



placed before the word they modify, but in some cases, they can also be placed after the word.

- d. *Adverbs of frequency:* Frequency adverbs tell us how frequently something happens. These adverbs usually appear just before or after the main verb in the sentence.
- e. *Adverbs of place:* Adverbs of place tell us about where something happens or where something is. They come after the main verbs of the clauses that they modify.

**For example:**

- He trimmed the white roses **neatly**.
- This short essay is **hardly** sufficient.
- We **never** stay up past ten o'clock.
- You can park **anywhere**.
- They **recently** relocated to Santa Fe.

**6. Preposition (Shows relationship):**

A preposition illustrates how a noun or pronoun is related to another word. It's a word that comes before a noun or pronoun in a sentence to produce a phrase that modifies another word. The noun or pronoun that the preposition connects is the object of the preposition. The following are the five parts of preposition:

- a. *Simple prepositions:* Simple prepositions are common prepositions that can be used to describe a location, time, or place. These include words like at, for, in, off, on, over, under.
- b. *Compound prepositions:* To convey location, compound prepositions (also known as complicated prepositions) are made up of two or more words, usually a simple preposition and another word. These include words like in addition to, on behalf of, and in the middle of.
- c. *Double prepositions:* Double prepositions are two prepositions that are used together, usually to indicate direction. These include words like into, upon, onto, out of, from within.
- d. *Participle prepositions:* Participle prepositions have -ed and -ing endings.

These include words like considering, during, concerning, provided.

- e. *Phrase prepositions:* A preposition, an object, and the object's modifier make up phrase prepositions (or prepositional phrases). These include phrases like on time, at home, before class, and on the floor.

**For example:**

- He sat **on** the chair.
- The loud noise came **from within** the room.
- She has art class **in addition to** his regular classes today.
- The dog kept **following** him home.
- She lives **near** her workplace.

**7. Conjunction (Joining word):**

A conjunction joins two words, ideas, phrases, or clauses together in a sentence and shows how they are connected. We can build complex sentences with conjunctions that show a link between actions and ideas. The following are the three types of conjunctions:

- a. *Coordinating conjunctions:* Coordinating conjunctions link words or phrases in a sentence that have the same grammatical function. They join words or ideas together. The following are the seven main coordinating conjunctions in English that make up the acronym FANBOYS:
  - **For**—To explain the reason or purpose
  - **And**—To add one thing to another
  - **Nor**—To present an alternate negative idea
  - **But**—To show contrast
  - **Or**—To present a choice or an alternative.
  - **Yet**—To introduce a contrasting idea that follows the preceding idea logically
  - **So**—To indicate effect, result, or consequence
- b. *Subordinating conjunctions:* Subordinating conjunctions join a subordinate clause to a main clause and establish a relationship between the two. They also demonstrate that the dependent clause (or subordinate



clause) contains the less essential notion in the sentence, as opposed to the independent clause. There are many different types of subordinating clauses, but here are a handful of the most common ones: even if, even though, if, in order that, in case, in the event that, lest, now that, once, only, only if, provided that, since, so, supposing, that, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while.

- c. **Correlative conjunctions:** Correlative conjunctions are pairs of conjunctions that work together. These conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence. Some common pairs include both/and, whether/or, either/or, neither/nor, not/but, not only/but also.

**For example:**

- Her favourite colours were purple **and** red.
- Lia plays **not only** the violin **but also** the drums.
- She was late for school **so** she took a shortcut.
- **Because** it was snowing, we had to cancel the plan.
- Jason went to get a drink of water **before** his exam started.

**8. Interjection (Expressive word):**

A word or phrase that displays a strong sentiment or emotion is called an interjection. It is a short exclamation. These are expressions that can stand alone or be used as part of a sentence. These words and phrases are frequently used to indicate strong emotions and reactions. They are frequently followed by an exclamation mark. Usually, an interjection is used in an informal language. Interjections communicate a wide range of emotions such as joy, grief, surprise, disgust, and so on, even though they are not grammatically related to the other parts of the sentence or help the reader grasp the link between words and

phrases in the sentence. The following are the different types of interjections:

- a. **The interjection of greeting:** The Interjection of greeting indicates the emotion of warmth to meet with anyone, such as hello!, hi!, hey!, and so on.
- b. **The interjection of joy:** The interjection of joy is used to communicate immediate delight and satisfaction in response to a specific event, such as wow!, hurrah!, congratulations!, good!, and so on.
- c. **The interjection of attention:** The interjection of attention is used to draw someone's attention to us, such as listen!, look!, shh!, behold!, hush!, and so on.
- d. **The interjection of approval:** The interjection of approval is used to convey approval or agreement in a sentence, such as bravo!, well done!, brilliant!, and so on.
- e. **The interjection of surprise:** The interjection of surprise is used to indicate surprise at any event that has occurred, for example, oh!, what!, ah!, ha!, etc.
- f. **The interjection of sorrow:** The interjection for sorrow is used to describe the sense of grief in a sentence, such as ah!, alas!, ouch!, oops!, and so on.

**For example:**

- **Hello!** I'm Adam, your new professor.
- **Wow!** You look so beautiful!
- **Shh!** keep the mouth shut.
- **What!** Are you serious?
- **Oops!** Sorry. It was my fault.

**9. Article (Defining word):**

An article is used before a noun. An article is a word that modifies a noun (a person, place, thing, or idea). An article is a type of adjective, which refers to any word that modifies a noun. Adjectives usually alter nouns by describing them, but articles are employed to point out or refer to nouns. There are two sorts of articles that we employ to point out or refer to a noun or group of nouns in writing and conversation:



- a. **Definite article:** This article is the word ‘the’, which refers directly to a specific noun or groups of nouns. The definite article (the) comes before a noun to emphasise that the reader understands the word’s identity. The definite article ‘the’ is used when the reader knows the specific identification of a noun (whether singular or plural, count or noncount).
- b. **Indefinite article:** The words ‘a’ and ‘an’ are indefinite articles. Each of these articles refers to a noun, however, the noun in question isn’t a specific person, place, thing, or concept. Any noun from a set of nouns

can be used. When the identity of a noun is unclear, it is preceded with the indefinite article (a, an). When referring to a singular count noun whose identity is unknown to the reader, the indefinite article ‘a’ or ‘an’ should be used. Use ‘a’ before nouns that begin with a consonant sound, and ‘an’ before nouns that begin with a vowel sound.

**For example:**

- I ate **an** apple yesterday.
- **The** apple was juicy and delicious.
- I own **a** cat and two dogs.
- Thank you for **the** advice.
- I do not want **a** gun in my house.

## PRACTICE QUESTIONS

**Identify which part of speech the highlighted word is.**

1. I bought a **shiny** watch at the mall.
2. She thinks **we** will arrive at roughly 3 pm.
3. The **music** is very loud.
4. She **quickly** packed her bag and left.
5. **Wow!** You have got a great score.
6. I went **to** Madras and met my friend.
7. Lia knocked on the door **but** nobody answered.
8. The baby crawled **under** the bed.
9. She was wearing a really **pretty** dress.
10. **Take** the second left then go over the bridge.
11. Today I wore my **blue** skirt.
12. I am **extremely** excited about our trip.
13. Let’s make **cookies**.
14. Your suitcase is **in** the closet.
15. **Ouch!** That hurts.
16. **Hi**, it’s good to see you.
17. He is the **best** in the area.
18. He probably hates **himself** now.
19. She handled it very **smoothly**.
20. **Reading** is important.

**Fill in the blanks using the correct form of the word.**

21. Today was a very \_\_\_ day.
  - A. Cold
  - B. Colder
  - C. Coldly
22. We will have to \_\_\_ if we do not want to be late.
  - A. Ran
  - B. Run
  - C. Running
23. \_\_\_ was that man you were talking to?
  - A. What
  - B. Why
  - C. Who
24. I forgot my umbrella \_\_\_ I got wet.
  - A. Because
  - B. So
  - C. Although
25. \_\_\_ is a global problem.
  - A. Poorness
  - B. Poor
  - C. Poverty



26. It's OK to use that phone, it's \_\_\_\_.  
A. Mine  
B. Me  
C. I
27. When was the last time you \_\_\_\_?  
A. Cried  
B. Cry  
C. Cries
28. Ask \_\_\_\_ what she thinks.  
A. She  
B. Her  
C. Hers
29. I \_\_\_\_ sleepy.  
A. Are  
B. Is  
C. Am
30. I sat \_\_\_\_ the chair.  
A. In  
B. On  
C. At
31. This song is \_\_\_\_ than that song.  
A. Better  
B. More better  
C. Best
32. Today, I \_\_\_\_ for three hours.  
A. Played  
B. Plays  
C. Playing
33. My brother and \_\_\_\_ got into a fight.  
A. Me  
B. I  
C. Mine
34. Your room is \_\_\_\_ than my room.  
A. More organized  
B. Most organized  
C. Best organized
35. \_\_\_\_ is my bag?  
A. Who  
B. Where  
C. What

**Fill in the blanks with the appropriate article:**

36. Ravi made \_\_\_\_ error of judgement.  
37. She gave me \_\_\_\_ call in the evening.  
38. Suresh is \_\_\_\_ tallest boy in my class.  
39. \_\_\_\_ Earth moves around \_\_\_\_ Sun.  
40. We saw \_\_\_\_ tiger in \_\_\_\_ zoo.

### Solution

- Adjective** An adjective adds to the meaning of a noun. Here, shiny adds to the meaning of a watch.
- Pronoun** Pronouns replace nouns. Here, “we” is replacing the people the speaker is referring to.
- Noun** A noun is a word that refers to persons, places, things, or ideas. The noun here is music, which is a thing.
- Adverb** Adverbs modify verbs, nouns, and other adverbs. This is modifying the verb packed.
- Interjection** Interjections are unrelated to the rest of the sentence and express enthusiasm or emotion. Wow implies amazement or surprise in this context.
- Preposition** A preposition shows the relationship of a noun or pronoun to another word. Here, ‘to’ shows the relationship of ‘I’ to and where ‘I’ went.
- Conjunction** Conjunctions join two or more words, phrases, or clauses together. This conjunction “and” is joining “Andy knocked on the door” and “nobody answered.”



- 8. Preposition** Prepositions indicate the relationship between nouns or pronouns and other words or elements in the sentence. Here, it shows the relationship between the baby and where it crawled to.
- 9. Adjective** An adjective adds to the meaning of a noun. Here, pretty adds to the meaning of dress.
- 10. Verb** Verbs show an action or state of being. In the given sentence, there is no subject as it is a command/instruction, so the first word is the verb.
- 11. Adjective** An adjective modifies a noun or pronoun. Here, blue modifies the skirt.
- 12. Adverb** Adverbs modify verbs, nouns, and other adverbs. This is modifying the verb excited.
- 13. Noun** A noun specifies people, places, things, or ideas. This noun is a thing, cookies.
- 14. Preposition** Prepositions show the relationship between nouns or pronouns and other words or elements in the sentence. Here, in the given sentence, it shows the relationship between the suitcase and where it is.
- 15. Interjection** Interjections show excitement or emotion and are not connected to the rest of the sentence. Here, no is showing emotion of sadness.
- 16. Interjection** Interjections show excitement or emotion and are not connected to the rest of the sentence. Here, hi is an interjection of greeting.
- 17. Adjective** An adjective modifies a noun or pronoun. Here, best modifies him.
- 18. Pronoun** Pronouns replace nouns. Here, "himself" is replacing the person the speaker is referring to.
- 19. Adverb** Adverbs modify verbs, nouns, and other adverbs. This is modifying the verb handled.
- 20. Noun** A noun specifies people, places, things, or ideas. This noun is an idea, reading.
- 21. (A)** Today was a very *cold* day.
- 22. (B)** We will have to *run* if we do not want to be late.
- 23. (C)** Who was that man you were talking to?
- 24. (B)** I forgot my umbrella so I got wet.
- 25. (C)** Poverty is a global problem.
- 26. (A)** It's OK to use that phone, it's *mine*.
- 27. (A)** When was the last time you *cried*?
- 28. (B)** Ask *her* what she thinks.
- 29. (C)** I am sleepy.
- 30. (B)** I sat on the chair.
- 31. (A)** This song is *better* than that song.
- 32. (A)** Today I *played* for three hours.
- 33. (B)** My brother and *I* got into flight.
- 34. (A)** Your room is *more organized* than my room.
- 35. (B)** Where is my bag?
- 36. An** Here, the identification of a noun is unknown and since the noun starts with a vowel sound, the indefinite article, 'a' is used.
- 37. A** Here, the identification of a noun is unknown and since the noun starts with a consonant sound, the indefinite article, 'a' is used.
- 38. The** Here, the exact identity of the noun is known. Hence the definite article 'the' is used.
- 39. The** Here, the exact identity of both the nouns are known. Hence the definite article 'the' is used in both places.
- 40. A, the** Here, the identification of the first noun is unknown and since the noun starts with a consonant sound, the indefinite article, 'a' is used. The exact identity of the second noun is known and hence the definite article 'the' is used.

# 5

# Pronouns



## WHAT IS A PRONOUN?

A pronoun may be called a word that replaces a noun or a noun phrase. It can help you remove redundancy or unnecessary repetitive usage of nouns in writing.

### Look at the following examples.

**Riya went to the grocery store, but Riya did not find anything there.**

**Martin told me to come to his office and Martin also told me to get the files to Martin.**

**Mom made some food and mom gave it to us in a lunchbox.**

**Janet wrote the letter but Janet did not send the letter on time.**

Does it sound repetitive?

Look at the repetitive usage of the following nouns:

1. Riya
2. Martin
3. Mom
4. Janet
5. letter

Does the repetitive usage of these nouns make the sentences sound boring or difficult to read?

This is where pronouns come in. A pronoun takes the place of a noun to prevent its repetitive usage. The noun, in this case, may be called the antecedent. The antecedent specifies the nature of a pronoun.

### For example:

**The girl went to sleep because she was very exhausted.**

Here, ‘the girl’ is the antecedent, and ‘she’ is the pronoun. Look at how a change in the antecedent can also cause a change in the pronoun.

**The boy went to the store because he was out of supplies.**

Here, a change in the antecedent causes a change in the nature of the pronoun.

## TYPES OF PRONOUN

**There are different types of pronoun.**

### Personal pronouns

Personal pronouns are the pronouns that refer to a specific person or a thing. They can be divided into two types.

**Normative personal pronouns**—They act as the subject!

### For example:

**I came home after the work was finished.**

**You should skip the show for today.**

**Objective personal pronouns**—They act as objects!

**Riya came to the store with Michael and me.**

**Michael hates him.**

### Possessive pronouns

Possessive pronouns show ownership. They show that an object belongs to someone.

### For example:

**The pencil box was mine.**

**Their problems are not mine to handle.**

**The piece of cake is yours.**

**The duty is hers.**

**This tent is ours.**

### Reflexive pronouns

Reflexive pronouns show that the subject in a sentence is receiving the action of the verb.

### For example:

**I can handle the project by myself.**

**They can write the paper themselves.**

**She can get home by herself.**

**He will tell them the instructions himself.**

**The situation can handle itself.**



PERSONAL (NORMATIVE)	PERSONAL (OBJECTIVE)	POSSESSIVE	REFLEXIVE
I	You	My/mine	Myself
You	Me	Your/yours	Yourself
He	Him	His	Himself
She	Her	Her/hers	Herself
It	It	Its	Itself
We	Us	Our/ours	Ourselves
They	Them	Their/theirs	Themselves

### Intensive pronouns

Intensive pronouns are only used to place emphasis on the subject and are not important *per se* to the meaning of the sentence. They may look similar to reflexive pronouns but have different usage and are also used immediately next to the subject that they are emphasising.

#### For example:

**You yourself must complete the work.**

**She herself must inform the authorities.**

**They themselves should approach me regarding this.**

**We ourselves must achieve this task.**

#### Some intensive pronouns:

Myself, himself, herself, itself, ourselves, themselves

### Demonstrative pronouns

Demonstrative pronouns are used to identify nouns and answer the question “which?”.

#### For example:

**These are the people that we selected for the play.**

**They are the participants.**

**She is the girl Ray was talking about.**

**These are the pens I could find.**

#### Some demonstrative pronouns:

This, that, these, those

### Interrogative pronouns

Interrogative pronouns are pronouns that are used only in reference to a question regarding who, which, whose, what, whom.

#### For example:

**Which one of the notebooks is hers?**

**Who is that person?**

**Which one of these phones is yours?**

**Who is that boy?**

#### Some relative pronouns:

Who, what, which, Whom, whose

### Relative pronouns

Relative pronouns are used to connect clarifying information to nouns or other pronouns in a sentence.

#### For example:

**Who wrote this letter? ('who' is used for a subject)**

**Who went to the store without telling me?**

**With whom did you do this project? ('whom' is used for a subject)**

**This notice should be addressed to whom?**

**Jennie, who choreographed the play, has received a contract offer from Hollywood.**

**The things that I bought from the market were not helpful to me. ('that' is used when referring to things)**

**The community gymnasium that is down the street is very clean.**

**Our luggage was stolen, which really upset my mother. ('which' is used in nonessential clauses)**

#### Some relative pronouns:

Who, that, which, whom, Whose, whoever, whichever, Whomever, whatever



## Indefinite pronouns

Indefinite pronouns are used while referring to a person or a thing not specific or known. They may also be used to identify a general group of people or things.

### For example:

**Everyone has to follow the instructions sent yesterday.**

**Some were excited to go on the cruise.**

**All of the students submitted the assignment on time.**

**Most of the girls were against the proposal.**

### Some indefinite pronouns:

both, many, several, few, one, some, none, all, most, somebody, anybody, anyone, everybody, everyone, each, every

## Reciprocal pronouns

Reciprocal pronouns are used when referring to a mutual set of people.

### For example:

**They needed each other's addresses.**

**We have to help one other to survive.**

**You have to work with each other to complete the work before the assigned deadline.**

### Some reciprocal pronouns:

each other, one another, each other's, one another's

## Collective nouns

In the case of collective nouns, like family, class, panel, college, society, group, school, committee, company, the pronouns referring to them are singular.

### For example:

**The jury delivered its verdict yesterday.**

**The school told its students to submit their forms as soon as possible.**

However, when a collective noun is used to refer to a group of individuals with different goals, the pronoun would be plural.

### For example:

**The jury discussed their verdict among themselves.**

**The class submitted their assignments.**

## TIPS TO WRITE/IDENTIFY PRONOUNS CORRECTLY

Avoid making ambiguous uses of pronouns.

### For example:

**Jenna told Maria that she had to go to the office early.**

The sentence poses an ambiguity regarding who actually had to go to the office early, Jenna or Maria.

Therefore, you must make sure that it is clear who the pronoun refers to in a sentence.

**Jenna told Maria that she, Maria, had to go to the office early.**

The given sentence makes it clear who the pronoun refers to. Therefore, it is not ambiguous.

Use the correct form of the pronoun when comparing persons or things.

### For example:

**Jennie is shorter than me [am]. (incorrect)**

**Jannie is shorter than I [am]. (correct)**

**I walked four miles with she. [incorrect]**

**I walked four miles with her. [correct]**

## PRACTICE QUESTIONS

### Fill in the blanks with appropriate pronouns.

1. Each person thanked \_\_\_\_\_ parents.
2. Raymond injured \_\_\_\_\_ left arm.
3. Her neighbours sometimes leave \_\_\_\_\_ house door open.
4. The committee works for the upliftment of \_\_\_\_\_ members.
5. The council members discussed \_\_\_\_\_ views about the changing situation.



6. Sara went out with some people yesterday and \_\_\_\_\_ discussed at length about Maria.
7. The professor called Nathan and \_\_\_\_\_.
8. We have to help \_\_\_\_\_ if we wish to reach on time.
9. Mr Michaels and \_\_\_\_\_ will present in the meeting.
10. \_\_\_\_\_ wanted our results quicker than they were willing to give.
11. \_\_\_\_\_ would like my cardigan back.
12. The team's problem is that \_\_\_\_\_ doesn't have good leadership.
13. Jake, Winnie, and I submitted the work on time but \_\_\_\_\_ didn't receive any acknowledgement.
14. I don't think this is any of \_\_\_\_\_ business.
15. We aim at upliftment of all, so \_\_\_\_\_ request everyone to register accordingly.
16. \_\_\_\_\_ of us agreed to the proposal.
17. \_\_\_\_\_ of these packet's is his?
18. You \_\_\_\_\_ must come to me if something like this happens the next time.
19. \_\_\_\_\_ one of you didn't inform me?
20. \_\_\_\_\_ are the people Jay shortlisted for the auditions.

## SOLUTIONS

- |                           |                    |
|---------------------------|--------------------|
| 1. His or her/their       | 11. I              |
| 2. His                    | 12. It             |
| 3. Their                  | 13. We             |
| 4. Its                    | 14. My/our/your    |
| 5. Their                  | 15. We             |
| 6. They                   | 16. Some/all/a few |
| 7. Me                     | 17. Which          |
| 8. Each other/one another | 18. Yourself       |
| 9. I                      | 19. Which          |
| 10. We                    | 20. These/those    |

# 6

# Prepositions



## WHAT ARE PREPOSITIONS?

It is a term signifying the link between two objects indicating their position. For example: The pen is on the table. Here, on shows the relationship between the pen and the table. It is a word that indicates direction (to in “a letter to you”), location (at in “at her house”), or time (by in “by midnight”), or that introduces an object (of in “a basket of mangoes”). Prepositions are usually followed by an object, which can be a noun (midnight) or a pronoun (you).

The most commonly used prepositions have been penned down here as follows: about, above, across, after, against, along, among, around, at, because of, before, behind, below, beneath, beside, between, by, close to, down, during, except, for, from, inside, in, instead of, into, like, near, of, off, on, on top of, onto, out of, outside, over, past, since, through, to, towards, under, until, up, upon, with, within, without.

### Types of preposition

The different types of prepositions are as follows:

**Prepositions of direction:** In order to refer to a direction, the prepositions used are “to,” “in,” “into,” “on,” and “onto.”

- She rode to the school.
  - Don’t knock during an ongoing lecture.
- Come right in(to) the classroom.

**Prepositions of time:** In order to refer to one point in time, the prepositions used are “in,” “at,” and “on.”

- He was born in 1999.
- I go to gym at 6:00.
- We get off on second Saturdays of each month.

In order to refer to extended time, the prepositions used are “since,” “for,” “by,” “during,” “from...to,” “from...until,” “with,” and “within.”

- I have lived in Singapore since 2010.

- He will be in Bahrain for 2 weeks.
- He will finish his work by 8:00.
- She works part time during the autumn.
- I will take care of the car from July to December.
- They are in school from January until June.
- She will graduate within 3 years.
- Prepositions of place: The prepositions used to refer to a place are as follows: “in”, “at”, “on”, and “inside”.
- They will meet in the lunchroom.
- Lia was waiting at the corner.
- She left her wallet on the bed.
- Keep the pen inside the pouch.

In order to refer to an object higher than a point, the prepositions used are “over” and “above.” In order to refer to an object lower than a point, the prepositions used are “below,” “beneath,” “under,” and “underneath.”

- There is hard wood beneath the carpet.
- The bird flew over the house.
- He hid under the table.
- The mouse is hiding underneath the bed.

In order to refer to an object close to a point, the prepositions used are “by,” “near,” “next to,” “between,” “among,” and “opposite.”

- The post office is by the grocery store.
- My house is near the post office.
- Park your car next to the garage.
- The garage is opposite the house.

**Prepositions of location:** In order to refer to a location, the prepositions used are “in”, “at”, and “on”.

- He will find her at the library.
- They live in the country.
- He sat on the chair.

**Prepositions of spatial relationships:** To refer to a spatial relationship, use the prepositions “above,” “across,” “against,” “ahead of,” “along,” “among,” “around,” “behind,” “below,” “beneath,” “beside,” “between,” “from,” “in front



of,” “inside,” “near,” “off,” “out of,” “through,” “toward,” “under,” and “within.”

- His house is across the street from the grocery store.
- We will stop at many attractions along the way.
- The children are hiding behind the tree.
- Take your shoes off.
- Walk toward the library and then turn right.
- Place a check mark within the box.

## SOME RULES WHILE USING PREPOSITIONS

1. A preposition must have an object.
2. A preposition is followed by a “noun”. It is never followed by a verb.
3. A preposition (usually) comes before its object. For example: I put it in the bag. However, at times when the preposition does not come before its object, it is still closely related to its object: Who did you talk to? / I talked to Lia.

## PRACTICE QUESTIONS

**Fill in the blanks with correct prepositions.**

1. We took the decision \_\_\_\_ the telephone.
2. I met Lia \_\_\_\_ December.
3. We were paralysed \_\_\_\_ fear.
4. Jacob left \_\_\_\_ Singapore.
5. She turned \_\_\_\_ and looked at me.
6. The boy \_\_\_\_ the blue shirt is my brother.
7. The cat sprang \_\_\_\_ the table.
8. I shall return \_\_\_\_ an hour.
9. He will join school \_\_\_\_ tomorrow.
10. She went back home \_\_\_\_ lunchtime.
11. Do you take pride \_\_\_\_ your appearance?
12. I tripped \_\_\_\_ the box and fell down the stairs.
13. I am looking forward \_\_\_\_ seeing you at the party.
14. He trembled \_\_\_\_ fear when he got caught.
15. I think the shop should be open \_\_\_\_ now.
16. People used to waste a lot of time \_\_\_\_ queuing up to pay bills.
17. Our shop remains closed \_\_\_\_ Sundays.
18. We visited Manali \_\_\_\_ the summer vacations.
19. She is proud \_\_\_\_ her achievements.
20. I am no good \_\_\_\_ singing.
21. My sister works \_\_\_\_ the bank.
22. He hung a calendar \_\_\_\_ the fireplace.
23. Children \_\_\_\_ the age of three are not allowed here.
24. There is a shop \_\_\_\_ the house.
25. He is leaning \_\_\_\_ the wall.
26. Come to my office \_\_\_\_ half-past ten.
27. He is available \_\_\_\_ 10 am and 12 noon.
28. The old lady is walking \_\_\_\_ a stick.
29. We pay our bills \_\_\_\_ cash.
30. The house is \_\_\_\_ fire.
31. The peaches are sold \_\_\_\_ 150 rupees a kilo.
32. The spoon is made \_\_\_\_ gold.
33. You are eligible \_\_\_\_ the post.
34. I was shocked \_\_\_\_ her behaviour.
35. I am short \_\_\_\_ money.
36. I have a good relationship \_\_\_\_ my classmates.
37. Concentrate \_\_\_\_ your work.
38. She is ill \_\_\_\_ fever.
39. The situation is \_\_\_\_ control.
40. She congratulated me \_\_\_\_ winning the game.
41. It rained \_\_\_\_ days together.
42. They were freed \_\_\_\_ the danger.
43. The meeting starts \_\_\_\_ three o'clock.
44. He warned me \_\_\_\_ the danger.
45. Be kind \_\_\_\_ your peers.
46. She invited me \_\_\_\_ her house.
47. They went \_\_\_\_ a picnic.
48. Ram lost \_\_\_\_ Lia in the finals.
49. James died \_\_\_\_ overeating.
50. There is some dispute \_\_\_\_ the property.



## SOLUTIONS

- 1.** Over
- 2.** In
- 3.** With
- 4.** For
- 5.** Around
- 6.** In
- 7.** Upon
- 8.** Within
- 9.** From
- 10.** At
- 11.** In
- 12.** Over
- 13.** To
- 14.** With
- 15.** By
- 16.** In
- 17.** On
- 18.** During
- 19.** Of
- 20.** At
- 21.** At
- 22.** Over
- 23.** Under
- 24.** Across
- 25.** Against
- 26.** At
- 27.** Between
- 28.** With
- 29.** In
- 30.** On
- 31.** At
- 32.** Of
- 33.** For
- 34.** By
- 35.** Of
- 36.** With
- 37.** On
- 38.** With
- 39.** Under
- 40.** On
- 41.** For
- 42.** From
- 43.** At
- 44.** Of
- 45.** To
- 46.** To
- 47.** On
- 48.** To
- 49.** Of
- 50.** Over



# 7

# Conjunctions



## WHAT ARE CONJUNCTIONS?

They are parts of speech that connect words, sentences, phrases, or clauses. It is the glue that binds together words, phrases, and clauses. Conjunctions allow you to construct complex, elegant sentences without the choppiness that several short sentences might cause. Conjunctions are of three types.

They are: coordinating, correlative, and subordinating. Each of which has a different purpose, but all facilitate the word connection.

## TYPES OF CONJUNCTION

### Coordinating conjunctions

Coordinating conjunctions link words or phrases in a sentence that have the same grammatical function. They join words or ideas together. For example: I like carrom *and* chess. Here, *and* acts as a coordinating conjunction that joins the two nouns mentioned here: carrom *and* chess.

The seven main coordinating conjunctions in English, which form the acronym (FANBOYS), are as follows:

- **For**—To explain the reason or purpose
- **And**—To add one thing to another
- **Nor**—To present an alternate negative idea
- **But**—To show contrast
- **Or**—To present a choice or an alternative.
- **Yet**—To introduce a differing idea that follows the preceding idea logically
- **So**—To indicate any result or inference

### Understand With Example



- I love cricket *and* football.
- You may take this book *or* that one.
- She is kind *so* she helps people.

### Subordinating conjunctions

Subordinating conjunctions join a subordinate clause to a main clause and establish a relationship between the two. It also demonstrates that the dependent clause (or subordinate clause) contains the less essential notion in the sentence, as opposed to the independent clause.

### Understand With Example



Lia went to bed *after* she finished her work. Here, the subordinate clause is “*after* she finished her work” which is not of the same significance as the main clause, which is “Lia went to bed”.

### Below are a few of the most common subordinating clauses:

after	once
although	provided
as	provided that
as if	rather than
as long as	since
as much as	so that
as soon as	supposing



as though	than
because	that
before	though
even	till
even if	unless
even though	until
if	when
if only	whenever
if when	where
if then	whereas
inasmuch as	where if
in order that	wherever
just as	whether
lest	which
now	while
now since	who
now that	whoever
now when	why

A subordinating conjunction can be used in two ways to form a sentence:

1. Main clause + subordinate clause
  - The student submitted the test after completing all the questions.
2. Subordinate clause + , + main clause
  - After completing all the questions, student submitted the test.

### Correlative conjunctions

Correlative conjunctions are pairs of conjunctions that work together. These conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence.

### Some common pairs include:

as ... as	no sooner ... than
both ... and	not only ... but also
either ... or	rather ... than
if ... then	scarcely ... when
neither ... nor	such ... that

### Understand With Example



- She studies *both* English Literature and History.
- She seems undecided *whether* to go or stay.
- She can have *either* tea or coffee.
- She likes *neither* apples *nor* oranges.

### Some rules while using correlative conjunctions are given below:

1. **Maintain a parallel structure.** Since correlative conjunctions come in pairs, one must use the same type of word after each one in the pair.
2. **Don't use commas with correlative conjunctions.** However, if the second conjunction sits before an independent clause (i.e., words that could be a standalone sentence), then use a comma.

### Important points to be noted while using conjunctions:

1. So...as and as.....as is used to show a comparison between two things, people, etc.
2. Although and though are followed by yet or comma (,)
3. Lest is followed either by should or the first form of the verb. Lest is a negative word thus, it should never be used with not, never, to avoid redundancy.



4. *Unless* is an action-oriented term, whereas *Until* is a time-oriented word. They should not be used with no, not, never, etc. since they are negative terms.
5. In positive statements, the words *doubt* and *doubtful* are followed by the words *if* or *whether*. In negative phrases, however, they are followed by *that*.
6. The word *between* is followed by the word *and*. The word *to* comes after the word *from*.
7. *Neither* of means none of the two, *none* of is used when there are more than two, *either* of means one of the two, *one* of is used when there are more than two.
8. Subordinating conjunctions should be used after *rather/other*.

## PRACTICE QUESTIONS

**Fill in the blanks with appropriate conjunction.**

1. Many things have happened \_\_\_\_ I left this place.
2. He bled so profusely \_\_\_\_ he died.
3. Lia \_\_\_\_ her brother attended the party.
4. The principal \_\_\_\_ the teacher had signed the papers.
5. He likes cricket \_\_\_\_ hates football.
6. \_\_\_\_ his bike is old, it still runs well.
7. Is it Monday \_\_\_\_ Tuesday today?
8. Neither Varun \_\_\_\_ Tarun owns a car.
9. Write this down \_\_\_\_ you forget.
10. You will fail the test \_\_\_\_ you study.

## SOLUTIONS

1. Since
2. That
3. And
4. As well as
5. But
6. Although
7. Or
8. Nor
9. Lest
10. Unless



## 8

# Subject–Verb Agreement



**I runs. She run. You runs.**

Do the given options sound correct? Or does something feel out of place?

If you look at the sentences carefully, you will find what is wrong. If you have not found what is wrong yet, worry not, because in this chapter, we will study exactly why these sentences are grammatically incorrect and how to make them correct. The correct subject, with the right verb makes it easier to comprehend the sentence improving the flow of the sentence. The numerical representation a verb holds in a sentence is of great importance to apprehend the person/ group of people we are talking about.

In the given sentences, I is the subject. **Run/runs** is the verb. It must always be made sure that the subjects and verbs, in a sentence, agree with each other. What does agreeing exactly mean here? Agreeing refers to concord between the number of the subjects and the verb. A verb changes according to what time it needs to specify. It also changes its form according to the number of subjects being referred to in the sentence.

This is exactly what the subject-verb agreement means. The subjects and verbs must always agree in number.

Read the following out loud:

	SINGULAR SUBJECTS	PLURAL SUBJECTS
First Person	I walk.	We walk.
Second Person	You walk.	You all walk.
Third Person	He walks. She walks.	They walk.

Do the given sentences sound correct? You may have noticed that the sentences in the third person singular have ‘s’ added to the verbs. Think about the following verbs: **run, walk, eat, study, work, cry**. In the first person singular, all of them may be written like this: **I run, I walk, I eat, I study, I work, I cry**. It is similar for the second person singular: **you run, you walk, you eat, you study, you work, you cry**.

The situation changes when we talk about third-person singulars, like **he, she, or the dog**. Here, an ‘s’ must be added to each verb. It can be written like this: **he runs, he walks, he eats, he studies, he works, he cries**. Or **she runs, she walks, she eats, she studies, she works, she cries**. Or **the dog runs, the dog walks, the dog eats, the dog studies, the dog works, the dog cries**.

## Hotkeys

If you cannot decide whether a sentence is grammatically right or wrong, try reading it out loud! It is a tried and tested tip that many writers and speakers use.

Reading out can help you detect mistakes better!

The importance of a correct subject-verb agreement rests in the fact that the absence of one may lead to a serious grammatical error. These are called subject-verb agreement Errors and they point at a serious absence of grammatical knowledge. **Therefore, we must make sure that we abide by the following rules to ensure an error-free sentence.**



## Rules for subject-verb agreement

1. A singular subject, like Jamie, park, bus, has a singular verb and a plural subject has a plural verb.

Following is an example:

- **Jamie walks to the park.**
- **Jamie and his friends walk to the park.**

2. In sentences having 'of', the subject is the one that comes 'of'. Identification of the subject is important to prevent mistakes.

Following is an example:

- **The swarm of bees lives in the tree.**
- **The school of dolphins swims in the sea.**

3. Two subjects joined by or, either/or, or neither/nor will have a singular verb.

Following is an example:

- **Either my mom or my dad is accompanying me to the fair.**
- **Neither of my friends has the same opinion.**

4. Some sentences begin with 'here' or 'there'. In such sentences, the subject would follow the verb.

Following is an example:

- **Here are the clothes.**
- **There is the shoe.**

5. Two or more subjects, when joined together, are considered plural and therefore require a verb without an 's'.

Following is an example:

- **Ram, Shyam, and Emily run to the park.**
- **Kanika and her friends run to the park.**

6. If a subject is preceded by words like 'every' and 'each', then that subject is considered singular and therefore the verb must end with an 's'.

Following is an example:

- **Each woman and man leaves the room.**

7. Infinite pronouns (like everyone, everything, neither, somebody, anything, either, anybody, anyone, each, etc.) are usually

considered singular and thus the verb ends with an 's'.

Following is an example:

- **Everyone runs to the park.**
- **Somebody leaves the room.**

8. In plural subjects joined by 'or', 'but' or 'nor', the verb has to agree with the subject closest to it.

Following is an example:

- **Either Ram or Shyam leaves the room.**
- **Neither Ram nor his brothers run to the park.**

9. There are some indefinite pronouns (like some, most, none, part, etc.) in which the verb may be singular or plural depending on the object.

Following is an example:

- **All of the carpenters are gone.**
- **All of the cake is gone.**

10. A collective noun is considered a singular subject: therefore, the verb will end with an 's'.

Following is an example:

- **The committee is considering his expulsion.**
- **The class is unusually quiet today.**

11. If a subject is a measurement of time, money, distance, weight, etc., then it is considered singular and therefore the verb will end in an 's'.

Following is an example:

- **Ten thousand euros is too much to spend in just a day.**
- **Seventeen kilos of wheat is enough for us.**

12. It is important for the verb to agree only with the subject and not with any other part of the sentence.

Following is an example:

- **The problem we face in this meeting is all of the participants have brought**



**their children with themselves and we don't have enough space.**

What is the subject in this sentence? Is it the problem, this meeting or the participants? Identification of the subject is important. In this sentence, ‘the problem’ is the subject. It is singular. So, the verb will also be singular.

Following are more examples:

**There are many queries.**

**There is a query.**

What is the subject in the given sentences? It is ‘queries’ in the first sentence and ‘query’ in the second sentence.

**The news was devastating.**

**Civics is her favourite subject.**

The sentences given above have subjects with nouns that end with an ‘s’. But that does not necessarily indicate its plurality. ‘The news’ and ‘civics’ indicate a singular subject: therefore, the verb would be plural.

**Study the following table and compare the correct and incorrect sentences.**

INCORRECT	CORRECT
Half of the task are finished.	Half of the task is finished.
All of the data are uploaded.	All of the data is uploaded.
Much of the cake are eaten.	Much of the cake is eaten.
Ten euros are a lot of money here.	Ten euros is a lot of money here.
The number of people in this room do not matter.	The number of people in this room does not matter.
One of the mobile phones are stolen.	One of the mobile phones is stolen.
The lady, along with her friends, exit the room hastily.	The lady, along with her friends, exits the room hastily.
Jill and her friends walks to the park.	Jill and her friends walk to the park.
Neither Jill nor her friends stays at home.	Neither Jill nor her friends stay at home.
Everyone walk to the store.	Everyone walks to the store.
Most of the students is gone.	Most of the students are gone.
Some of the people stays inside.	Some of the people stay inside.
The group dance with perfection.	The group dances with perfection.
Physics are the most difficult subject.	Physics is the most difficult subject.



INCORRECT	CORRECT
Seventeen metres are a lot of distance.	Seventeen metres is a lot of distance.
The aim of the meeting, among other things, are to achieve a proper and equitable distribution of resources among the members of the committee.	The aim of the meeting, among other things, is to achieve a proper and equitable distribution of resources among the members of the committee.
Reading with my friends are my favourite pastime activity.	Reading with my friends is my favourite pastime activity.

### Hotkeys

While reading the text out loud may help, it is not always possible in examination environments. In such a case, try subvocalising (uttering

words to yourself, in your mouth, with little or no audible noise) the text! Subvocalising can help you detect mistakes!

### PRACTICE QUESTIONS

#### Select the collect option and fill in the blanks.

1. Some of the bundles \_\_\_\_\_ misplaced. (is/are)
2. The main criterion I will judge this meeting on \_\_\_\_ the reactions and responses it will attract from the mainstream media houses. (is/are)
3. I told him yesterday that seventy pounds of chocolate \_\_\_\_\_ more than enough for this batch of cakes. (was/were)
4. Most of the problems \_\_\_\_\_ solved now that Jill has arrived. (are/is)
5. His family \_\_\_\_\_ eager to let me in, even though I did not make quite the impression the last time. (was/were)
6. I don't want to see \_\_\_\_\_ trousers lying around anymore. Make sure you fold them and keep them neatly in your backpack. (these/this)
7. This phenomenon rarely \_\_\_\_\_ nowadays, climate change has had adverse effects on this. (occur/occurs)
8. Ananda, along with her friends, \_\_\_\_\_ made a nerve-wracking short horror film. (has/have)
9. I saw a bizarre-looking peahen walking towards me in the park the other morning. Its steps \_\_\_\_\_ like that of a crooked man. (was/were)
10. If the supervisor \_\_\_\_\_ me doing this, she will most certainly dismiss me from my job. (notice/notices)
11. Those dogs \_\_\_\_\_ at all the strangers. (bark/barks)
12. There \_\_\_\_\_ no news available regarding this incident. (is/are)
13. The issue with the assignments \_\_\_\_\_ that I can't understand their meanings. (is/are)
14. What \_\_\_\_\_ she trying to tell me? (is/are)
15. If the team \_\_\_\_\_ the authorities, we will have no other option but to withdraw our support. (sue/sues)
16. They will \_\_\_\_\_ me soon whether I am accepted or not. (inform/informs)
17. She is not in the mood to \_\_\_\_\_ your complaints. (entertain/entertains)
18. Radha shall \_\_\_\_\_ this presentation along with her dear friends. (deliver/delivers)
19. A few of the people \_\_\_\_\_ out of the race already. (is/are)
20. Half of the cake \_\_\_\_\_ eaten by the students. (was/were)
21. \_\_\_\_\_ I even allowed to enter the studio? (Was/Were)



22. A million dollars \_\_\_\_\_ a huge amount of money to spend in a year. (is/are)
23. I can see that he \_\_\_\_\_ at the end of this. (fail/fails)
24. The viceroy \_\_\_\_\_ the room in a hurry. (leave/leaves)
25. The committee \_\_\_\_\_ amongst themselves regarding this issue. (argues/argue)
26. Raymond, along with his friends, \_\_\_\_\_ the dark tunnel. (enter/enters)
27. Jeanie and her friends \_\_\_\_\_ leaving for Mexico tomorrow. (is/are)
28. How will they \_\_\_\_\_ the project while the company struggles with its finances? (complete/completes)
29. \_\_\_\_\_ you invited to the party? (Is/Are)
30. With whom \_\_\_\_\_ you planning to conduct research on this? (Is/Are)

## SOLUTIONS

1. **Are**—The subject, some is plural.
2. **Is**—The subject, criterion is singular.
3. **Was**—The subject, seventy pounds of chocolate, is taken as a single unit of measurement, and therefore, it is considered singular.
4. **Are**—The subject, most of the problems is plural.
5. **Was**—The subject, family, is singular.
6. **These**—The subject, trousers, even though referring to a singular subject, is considered plural.
7. **Occurs**—The subject, this phenomenon is singular. Therefore, the verb will have an ‘s’ attached to it.
8. **Has**—Ananda is the subject of this sentence, not she along with her friends. Therefore, the subject is singular.
9. **Were**—The subject, its steps, is plural.
10. **Notices**—The subject, the supervisor, is singular. Therefore, the verb will have an ‘s’ attached to it.
11. **Bark**—The subject, dog, is singular.
12. **Is**—News is considered a singular subject.
13. **Is**—The subject, the issue, is singular.
14. **Is**—The subject, she, is singular.
15. **Sues**—The subject, the team, is considered a singular subject.
16. **Inform**—The subject, they, will have a singular verb according to the rules.
17. **Entertain**—The subject, she, will have a singular verb when attached with ‘to’.
18. **Deliver**—The future tense will have a singular verb even if the subject, Radha, is singular.
19. **Are**—The subject, a few of the people, are plural.
20. **Was**—Half of the cake is considered a singular subject.
21. **Was**—The subject, I, will have a singular verb.
22. **Is**—The subject, a million dollars, is a unit of measurement. Therefore, it is a singular subject.
23. **Fails**—The subject, he, is singular.
24. **Leaves**—The subject, the viceroy, is singular.
25. **Argues**—The subject, the committee, is not acting as a singular unit. It is arguing among themselves as individuals. Therefore, the subject is plural.
26. **Enters**—The subject, Raymond, is singular.
27. **Are**—The subject, Jeanie and her friends, are plural.
28. **Complete**—The subject, they, is plural.
29. **Are**—The subject, you, even though singular, will have a plural verb because it is second person.
30. **Are**—Similar explanations as above



# 9

# Tenses



**Jack went to the market.**

**Jack goes to the market.**

**Jack will go to the market.**

The given sentences indicate ‘when’ Jack went to market through different forms of verbs: past, present, and future. As you can see the whole context and time frame of the sentence alters with the different forms of the verb ‘go’ used here. It is crucial to have a good hold on tenses, not just for writing purposes, but to also not be misinterpreted when explaining any event.

The first sentence indicates that Jack ‘went’ to the market sometime in the past. The second sentence indicates that Jack ‘goes’ to the market sometime in the present or he may go to the market regularly. The third sentence indicates that Jack ‘will go’ to the market sometime in the future. The three sentences essentially refer to the same act—that of going to the market—but they indicate different times of going to the market. For this, the sentences use different forms of verbs—first form, second form, and third form.

Can you now infer what tenses are?

Tenses indicate the time of action in a sentence. They are roughly of three forms—past tense, present tense, and future tense. They can be further divided into: Simple tense, perfect tense, continuous tense, perfect continuous tense.

But before that, read the following sentences and try to identify the differences in them.

**Jack goes to the market.**

**Jack is going to the market.**

**Jack has gone to the market.**

**Jack has been going to the market.**

Do the given sentences refer the action to sometime in the present? If yes, what are the differences between these three sentences? Read them out loud for better understanding. Before answering these questions, study the following sentences:

**Jack went to the market.**

**Jack was going to the market.**

**Jack had gone to the market.**

**Jack had been going to the market.**

Do the given sentences refer to the action to sometime in the past? If yes, what are the differences between these three sentences? Now study the following sentences by reading them out loud:

**Jack will go to the market.**

**Jack will be going to the market.**

**Jack will have gone to the market.**

**Jack will have been going to the market.**

Do the given sentences refer the action to sometime in the future? If yes, what are the differences between these three sentences? In this chapter, we will understand how these sentences denote different times in the past, present, and future.

## Hotkeys

No need to learn the tense rules by heart! Study the sentences and understand the different parts of speech.

Reading the examples can help you understand and learn the rules more than learning the rules in isolation will!

## PRESENT TENSE

### Simple present

It may denote a universal truth, scientific facts, or tasks/actions done on a daily basis. The actions or acts happening at the moment are expressed in the present tense. Actions happening unceasingly and regularly are called present indefinite.

**Rule: subject + verb 1 + s/es + object**

### Present continuous

It denotes an action happening in the present which will/ or might continue for a short while in the future too. It can be distinguished from



the simple present tense as the action here is temporary and is in progress in the present. However, the simple present tense is to express the actions in the immediate present.



### Understand With Example

- Nancy goes to school every day. (Present indefinite)
- The sun rises in the east.
- Dogs hate water.
- I cook thrice a day for my family.
- She writes a letter to the authorities.
- They walk to their office daily.
- Water evaporates when heated.
- My father drops me to the destination.
- The earth revolves around the sun.
- The guests are in the dining hall.

**Rule: subject + is/am/are + verb 1 + ing + object**

### Present perfect

It denotes something that started in the past and is just finished. Any action which took place in the past, at an indefinite time, is also expressed in Present perfect (Example: I presume we have met before).

### Hotkey

Any certain time period if provided or the



### Understand With Example

- Nancy is going to school.
- I am cooking for my family.
- Dua is writing a letter to the authorities regarding this situation.
- I am learning to read and write in Spanish.
- She and her friends are watching a comedy movie.
- I am residing in Moscow with my colleagues for the winter.

- We are renting an apartment.
- The sun is shining bright.
- They are listening to jazz.
- You are not participating in the tournament.

completion of the work in the past is not to be expressed in the present perfect tense. For example: We have briefed the team about the work at 11 this morning. (incorrect)  
We have briefed the team about the work. (Correct)

**Rule: subject + has/have + verb 3 + object**



### Understand With Example

- Nancy has gone to school.
- Dua has written to the authorities regarding this situation.
- She has not seen her mother in a while.
- Have you been to this place before?
- I have received seventy-eight responses till now.
- I have ironed all the clothes.
- We have lived in this city for twenty years.
- Her parents have gone to bed.
- Have you ever broken a bone?
- They have prepared some presentations for our referral.

### Present perfect continuous

It signifies an action that started in the past and is still continuing in present.

**Rule: subject + has/have + been + verb 1 + ing + object**



## PAST TENSE

### Simple past

It denotes any action that already happened and has been completed in the past. Unlike Past continuous tense, Simple past tense highlights the finality of the action that we are talking about.

### Hotkey

Whenever a verb follows did, the verb must be in the base form. Did + past form of a verb is grammatically incorrect. Here 'did' is an auxiliary verb, which if incorporated in a sentence, makes it necessary for the 'main verb' to be in the base form. For instance,  
When did you sleep yesterday?  
Did you sleep well last night?

**Rule: subject + verb 2 + object**

### Past continuous

It indicates an action that was going on some time in the past. Such action was ongoing in the past, and is no longer continuing in the present.

**Rule: subject + was/were + verb 1 + ing + object**



### Understand With Example

- Dua has been writing to the authorities regarding the current situation.
- You have been lying to me all this time.
- He has been working for seven hours without a break and I am concerned for his health.
- She has been spending a lot of time with her friends these days.
- They have been saving money for their next trip to the Maldives.
- Randy has been working in this firm for eleven years now.
- Has my son been attending the online classes?
- Have I been making myself sufficiently clear?

- James has been texting the wrong person for months.
- The committee has been reprimanding all the rule-breakers harshly.

### Past perfect

It usually denotes an action done a long time ago in the past. It would usually denote an action that happened earlier than the other actions mentioned in the sentence.

**Rule: subject + had + verb 3 + object**



### Understand With Example

- I was watching that movie last night.
- She was living in Paraguay with her husband before she moved to the United States.
- He was working at that time.
- You were not playing with your friends yesterday, were you?
- Were you running in the park when I called you?
- They were not washing the laundry.
- Was I cooking food in the kitchen when the doorbell rang?
- As I was reaching out for the book, someone else grabbed it.
- The boss was doing a great job handling the workplace conflict.
- They were not watching anything super scary.

### Past perfect continuous

It denotes an action that began in the past and continued till sometime in the past. The point of difference between the Present Perfect Continuous tense and past perfect continuous is that the action here was continuous at some point in the past and is not happening right now.

**Rule: subject + had been + verb 1 + ing + object**



### Understand With Example



- She had arrived late at the meeting.
- I had completed the assignment before the professor asked for it.
- She had lived in Paraguay with her husband before she moved to the United States.
- Jeanine had not called him on time, so he was hostile.
- Had they informed you before barging into your home like that?
- By the time someone came in to help, the patient had already passed away.
- Had I been clear in my wording?
- Until I knocked on the door, no one had come out of the apartment.
- I had never seen such beautiful mountains before I went to Wyoming.
- I had forgotten to turn off the washing machine, so I had to return home.

- Had they been working at all?
- It had been raining all day, so I had to take an umbrella with me.
- Had you been sending them the reports on time?
- This shop had been selling original, handmade souvenirs before the authorities ordered it to stop its business.

It denotes an ongoing action in the future. The action will start sometime in the future and will continue for a certain time period in the future. The action will not be finished until then but will be in motion.

**Rule: subject + will/shall + be + verb 1 + ing + object**

**Future perfect**

It denotes an action that will occur in the

## FUTURE TENSE

### Simple future

It indicates an action that will happen in the future. The helping verb ‘shall’ can be used with ‘we’ and ‘I’ unless denoting a promise or a commitment, in which case, ‘shall’ is used with we/I.

**Rule: subject + will/shall + verb 1 + object**

### Future continuous

### Understand With Example



- I had been working for seven hours.
- Jack had been staying in London in a rented apartment.
- She had been helping people find jobs for months.
- The team had been doing a good job until the new boss arrived.
- Had you been cooking when I called?
- When the team arrived, the cleaners had been finishing up their work.

### Understand With Example



- I shall write a letter to the authorities regarding this situation.
- Mr. Jacobs will help you with your financial bills.
- I will not repeat this again, so please note down the information right now.
- Shall I send them a notice regarding your arrival?
- They will reside in Moscow, now that Sebastian has acquired a job there.
- We shall pay them once they have delivered all the shipments.
- Their team will win the match today.
- The missionaries will sail to the island.
- I will watch a documentary tomorrow.
- Shall we go to the salon tomorrow?

future and will be finished by a particular point of time in the future. Such an action can take place anytime between now and the particular moment in the future.



## Rule: subject + will/shall + have + verb 3 + object



### Understand With Example

- They will be walking to their school at seven in the morning tomorrow.
- I shall be calling him home if he does not behave.
- He will be studying during his finals.
- I will be teaching their class next semester.
- She will be out running at that time of the day.
- The professor will be teaching the class.
- I shall be having a talk with her regarding this.
- Will you be waiting for me?
- The train will be leaving the station on time.
- I will not be bothering you anymore.

## Future perfect continuous

It indicates an action that will happen in the future and will continue for some time. We cast ourselves sometime in the future, and look back at the ongoing action (which is still a part of the future). There must be a time reference in such sentences.

## Rule: subject + will/shall + have been + verb 1 + ing + object



### Understand With Example

- They will have cleaned the rooms by the time the guests arrive.
- We will not have prepared for the presentation by seven if Janet does not arrive on time.
- Will the supervisor have written his feedback by the time the tournament is completed?
- The team will have come up with a plan by now.

- Mr. Johnson shall have given them the tender by this time tomorrow.
- By the end of the month, I will have earned a fortune.
- Will we have completed the task by next week?
- My mother will not have cleaned the house before my boss arrives.
- They will have won the match.
- She will have annoyed her friends all day.



### Understand With Example

- She will have been working on that project for the rest of the day tomorrow.
- They will have been enjoying the party by tomorrow night.
- Will Mr. Chandran have been writing them a notice?
- The landlady will have been vacuuming the whole apartment tomorrow.
- I will have been studying Political Governance by next semester.
- They will have been sailing through the ocean at this time next month.
- Will they have been laughing at my Christmas performance on New Year's Eve?
- The students will have been working on their projects for three hours.
- The ministers will not have been delivering their speeches by next week.
- The maid will have been cleaning the kitchen for half an hour.

## Hotkey

Understanding tenses rules can help you solve questions like identification of incorrect sentences in GATE and other engineering entrance exams. Plus, a proper understanding of tenses can help you understand the correct meanings of the passages.



Following are the rules you can apply to make your sentences better.

## RULES

### Simple Present

Assertive – SUBJECT + VERB 1 + s/es + OBJECT

Negative – SUBJECT + does/do not + VERB 1 + s/es + OBJECT

Interrogative – Does/Do + SUBJECT + VERB 1 + s/es + OBJECT

### Present Continuous

Assertive – SUBJECT + is/am/are + VERB 1 + Ing + OBJECT

Negative – SUBJECT + is/am/are + not + VERB 1 + Ing + OBJECT

Interrogative – Is/Are + SUBJECT + VERB 1 + Ing + OBJECT

### Present Perfect

Assertive – SUBJECT + has/have + VERB 3 + OBJECT

Negative – SUBJECT + has/have + not + VERB 3 + OBJECT

Interrogative – Has/Have + SUBJECT + VERB 3 + OBJECT

### Present Perfect Continuous

Assertive – SUBJECT + has/have + been + VERB 1 + Ing + OBJECT

Negative – SUBJECT + has/have + not been + VERB 1 + Ing + OBJECT

Interrogative – Has/Have + SUBJECT + been + VERB 1 + Ing + OBJECT

### Simple Past

Assertive – SUBJECT + VERB 2 + OBJECT

Negative – SUBJECT + did not + VERB 1 + OBJECT

Interrogative – Did + SUBJECT + VERB 1 + OBJECT

### Past Continuous

Assertive – SUBJECT + was/were + VERB 1 + Ing + OBJECT

Negative – SUBJECT + was/were + not + VERB 1 + Ing + OBJECT

Interrogative – Was/were + SUBJECT + VERB 1 + Ing + OBJECT

### Past Perfect

Assertive – SUBJECT + had + VERB 3 + OBJECT

Negative – SUBJECT + had not + VERB 3 + OBJECT

Interrogative – Had + SUBJECT + VERB 3 + OBJECT

### Past Perfect Continuous

Assertive – SUBJECT + had been + VERB 1 + Ing + OBJECT

Negative – SUBJECT + had not been + VERB 1 + Ing + OBJECT

Interrogative – Had + SUBJECT + been + VERB 1 + Ing + OBJECT

### Simple Future

Assertive – SUBJECT + will/shall + VERB 1 + OBJECT

Negative – SUBJECT + will/shall + not + VERB 1 + OBJECT

Interrogative – Will/Shall + SUBJECT + VERB 1 + OBJECT



### Simple Future

Assertive – SUBJECT + will/shall + VERB 1 + OBJECT

Negative – SUBJECT + will/shall + not + VERB 1 + OBJECT

Interrogative – Will/shall + SUBJECT + VERB 1 + OBJECT

### Future Continuous

Assertive – SUBJECT + will/shall + be + VERB 1 + Ing + OBJECT

Negative – SUBJECT + will/shall + not + be + VERB 1 + Ing + OBJECT

Interrogative – Will/Shall + SUBJECT + be + VERB 1 + Ing + OBJECT

### Future Perfect

Assertive – SUBJECT + will/shall + have + VERB 3 + OBJECT

Negative – SUBJECT + will/shall + not + have + VERB 3 + OBJECT

Interrogative – Will/shall + SUBJECT + have + VERB 3 + OBJECT

## PRACTICE QUESTIONS

### Select the correct tense form and fill in the blanks.

#### Past Tense

1. We \_\_\_\_\_ the food we brought from the farmers' market. (Past perfect | cook)
2. He \_\_\_\_\_ that he was ill. (Simple past | inform)
3. Marionette \_\_\_\_\_ with her friends before we arrived. (Past perfect | leave)
4. The fireworks \_\_\_\_\_ the children. (Simple past | terrify)
5. The assistants \_\_\_\_\_ the rooms very neatly. (Past perfect | clean)
6. I \_\_\_\_\_ all of my friends at the party. (Simple past | invite)
7. I \_\_\_\_\_ in the office when my colleagues arrived and asked me to leave the room. (Past perfect continuous | work)
8. \_\_\_\_\_ you \_\_\_\_\_ cooking when we knocked at the door? (Past perfect continuous)
9. \_\_\_\_\_ they \_\_\_\_\_ you regarding the meeting? (Past perfect | notify)
10. Mr. Jamieson \_\_\_\_\_ me to preside this committee for a month until her arrival. (Past continuous | tell)

11. I \_\_\_\_\_ for work when I saw the mail on my porch. (Past continuous | leave)
12. She \_\_\_\_\_ in love with him when he broke her heart. (Past perfect | be)
13. \_\_\_\_\_ I \_\_\_\_\_ to everyone? (Simple past | audible)
14. He told me that Jeremy \_\_\_\_\_ another book when the publishers reached out to him. (Past perfect continuous | write)
15. I am of the view that she \_\_\_\_\_ not \_\_\_\_\_ to be our president. (Simple past | fit)
16. Mrs. Kennedy \_\_\_\_\_ in the fields yesterday. (Past continuous | work)
17. They \_\_\_\_\_ her skills when they found out that she had won the competition. (Past perfect continuous | appreciate)
18. Last month, Seema \_\_\_\_\_ to Delhi for her internship. (Simple past | travel)
19. She \_\_\_\_\_ the whole night before she presented her research in the class. (Past perfect continuous | study)
20. Meera and I \_\_\_\_\_ movie last night (simple past | watch)



## Present Tense

1. Lilly \_\_\_\_\_ a letter to the authorities regarding this situation. (Simple present | write)
2. He \_\_\_\_\_ all through this semester. (Present perfect | study)
3. I \_\_\_\_\_ to the Elton John concert this weekend. (Present continuous | go)
4. He \_\_\_\_\_ home for the summer break. (Present continuous | return)
5. I \_\_\_\_\_ on the notice board every morning regarding the schedules. (Simple present | write)
6. Their family \_\_\_\_\_ a lot of festivals together recently. (Present perfect continuous | celebrate)
7. \_\_\_\_\_ I \_\_\_\_\_ myself sufficiently clear? (Present perfect continuous | make)
8. \_\_\_\_\_ the team \_\_\_\_\_ together properly? (Present continuous | work)
9. The problem \_\_\_\_\_ quite often these days. (Present perfect continuous | arise)
10. I \_\_\_\_\_ a witness in a criminal case. (Present perfect | serve)
11. They \_\_\_\_\_ not \_\_\_\_\_ whether they can accept such a behaviour. (Simple present | sure)
12. Her plane \_\_\_\_\_ in Moscow as we speak. (Present continuous | land)
13. I \_\_\_\_\_ on my mental health for the past few weeks. (Present perfect continuous | focus)
14. She \_\_\_\_\_ the work on time. (Present perfect | submit)
15. Mr. Tumnus \_\_\_\_\_ in Narnia. (Simple present | live)
16. Peter \_\_\_\_\_ her every day for the past few months. (Present perfect | call)
17. The kid's socks \_\_\_\_\_ on the floor. (Present continuous | lie)
18. Leela \_\_\_\_\_ in Malaysia for 3 years. (Present perfect continuous | live)
19. Lata is \_\_\_\_\_ the concert. (Present continuous | attend)
20. I want to \_\_\_\_\_ in the event this evening. (Simple present | sing)

## Future Tense

1. They \_\_\_\_\_ for the station at seven in the morning tomorrow. (Future continuous | leave)
2. She \_\_\_\_\_ piano lessons from me next week. (Future continuous | take)
3. I \_\_\_\_\_ to her tomorrow. (Simple future | talk)
4. The team \_\_\_\_\_ the work by this time tomorrow. (Future perfect | complete)
5. Tokyo \_\_\_\_\_ Rangers \_\_\_\_\_ the game tomorrow. (Future perfect continuous | win)
6. \_\_\_\_\_ they \_\_\_\_\_ at the train station? (Simple future | be)
7. The landlord \_\_\_\_\_ for the rent tomorrow morning. (Future continuous | ask)
8. Maria \_\_\_\_\_ with the presentation by that time. (Future perfect continuous | finish)
9. I \_\_\_\_\_ the lessons today. (Future continuous | conclude)
10. \_\_\_\_\_ the Sharma's not \_\_\_\_\_ their portion of the work? (Future continuous | do)
11. They \_\_\_\_\_ her sooner than expected. (Future continuous | contact)
12. My plane \_\_\_\_\_ by this time tomorrow. (Future perfect | land)
13. Mr. Keller \_\_\_\_\_ his job as the new security guard of this building soon. (Simple future | begin)
14. I am not if they \_\_\_\_\_ the party or not. (Future continuous | attend)
15. Who \_\_\_\_\_ in-charge of this company by then? (Future perfect | made)
16. Radhika \_\_\_\_\_ as the new barmaid from this time tomorrow. (Future perfect continuous | start)
17. He \_\_\_\_\_ a better result after changing his routine. (Simple future | see)
18. Sarthak \_\_\_\_\_ his revision by



- tomorrow. (Future Perfect | finish)  
**19.** The family \_\_\_\_\_ to Kolkata on Tuesday. (Future Continuous | travel)

- 20.** \_\_\_\_\_ (He) us for dinner tomorrow? (Simple future | join)

## SOLUTIONS

### Past Tense

1. had cooked
2. informed
3. had left
4. terrified
5. had cleaned
6. invited
7. had been working
8. had been
9. had notified
10. was telling
11. was leaving
12. had been
13. was audible
14. had been writing
15. was fit
16. was working
17. had been appreciating
18. travelled
19. had been studying
20. watched

### Present Tense

1. writes
2. has studied
3. am going
4. is returning
5. write
6. has been celebrating
7. have been making
8. has worked
9. has been arising
10. have served

11. are sure
12. is landing
13. have been focusing
14. has submitted
15. lives
16. has called
17. are lying
18. has been living
19. attending
20. sing

### Future Tense

1. will be leaving
2. will be taking
3. shall/will talk
4. will have completed
5. will have been winning
6. will be
7. will be asking
8. will have been finishing
9. will be concluding
10. will be doing
11. shall/will be contacting
12. will have landed
13. will/shall begin
14. will be attending
15. will have been made
16. will have been starting
17. will/shall see
18. will have finished
19. will/ shall be travelling
20. will he join





In this chapter, we will discuss key grammar concepts and what they mean. For a better hold of language, we must clarify our understanding of the basics of the grammar keywords of English. We will be touching on the different parts of speech and sketching out the point of difference between each of them in simple terms.

What is the meaning of parts of speech? The parts that make up a sentence are parts of speech. Sentences are made up of different parts. These parts may be:

- nouns
- pronouns
- adjectives
- verbs
- adverbs
- propositions
- conjunctions
- interjections

These parts are known as parts of speech.

## PARTS OF SPEECH

### Nouns

They are used to refer to names of people, things, or places. Even the names of concepts, which aren't physical, may have names. Therefore, they too are called nouns.

For example:

**Jenna bought a Samsung from Seoul last November.**

**Jeremy does not like Dominos.**

**The Big Bang is widely considered to be the origin of the universe.**

**They don't plan to go to the Hawaii this Thanksgiving.**

**The Beatles performed here once.**

### Pronouns

These words are used as a replacement for nouns. They need antecedents. Antecedents are nouns previously used in a sentence.

The pronoun changes according to the antecedent.

For example:

**Jenna went to the store, where she bought a few books.**

**We need to help each other to succeed.**

**The committee kept this within itself.**

**You need to go to the dentist.**

**Kenny, Lenny, and Jenny told me that they are not attending the ceremony.**

### Adjectives

These words add detail to a sentence. They give necessary details about the noun/pronoun.

For example:

**A cool wind blew by the lake.**

**I wanted to buy the blue sandals.**

**The day was hot and humid.**

**I like the fuzzy ambience of this restaurant.**

**The sound was loud, so we left sooner than we wanted to.**

### Verbs

Verbs describe actions.

For example:

**I walked to my office yesterday.**

**She told me that I was not invited.**

**Jenna came home yesterday.**

**I will go to their house.**

**They will work under my supervision.**

### Adverbs

An adverb is a word that modifies (describes) a verb, an adjective, another adverb, or even a whole sentence. They describe verbs. Most adverbs end with the suffix 'ly'.

For example:

**She stepped towards me slowly.**

**The work was done badly, so I could not accept it.**

**The driver was driving rashly.**

**I could reach your house easily.**



**He chose out of the pool randomly.**

#### **Prepositions**

They indicate where or when something is.

For example:

**The photograph is above the notice.**

**You will find the cake on the counter.**

**He is hidden behind the tree.**

**I am stuck in traffic.**

**The club is located in Hollywood.**

#### **Conjunctions**

These words connect parts of sentences.

For example:

**I went to their house but no one was there.**

**They could not give us the instructions and guidelines.**

**She found it difficult to focus and complete her work on time.**

**Jenna was not talking to them so I had to intervene.**

**No one volunteered but she did.**

#### **Interjections**

These words show emotions like awe, surprise, disappointment, etc.

For example:

**Hey! How are you doing?**

**Yay! We won the match.**

**Wow! This place is beautiful.**

### **PRACTICE QUESTIONS**

#### **Identify the part of speech underlined in the following sentences.**

1. I went home yesterday to find that my mom was back.
2. She murmured sadly that he was not well.
3. The team is ready with its presentation.
4. The sugar box is beside the box of cookies.
5. Alas! There is no food left for us.
6. Everyone is ready to concede to the request.
7. Jake will hopefully recover from his recent injury before his wedding.
8. Their company wishes to be the biggest market entry of this year.
9. The Alps were heavenly to look at.
10. I thought the dish was disgusting in taste.

11. I believe that honesty should be practised everywhere, especially with the people you're close to.
12. She looked angelic in that outfit.
13. I am willing to approach her, however, her rude behaviour stops me from doing so.
14. The company wants to create a new blockbuster game now.
15. Their work was done properly this time.
16. The family is tired of her shenanigans every weekend.
17. Wow! That's beautiful scenery.
18. You will find the portrait on the mantle.
19. The overhead tanks burst due to the impact.
20. I am going to take a break from one this June.

### **SOLUTIONS**

1. Verb
2. Adverb
3. Noun
4. Preposition
5. Interjection
6. Pronoun
7. Adverb
8. Verb
9. Noun
10. Adjective

11. Noun
12. Adjective
13. Conjunction
14. Verb
15. Adverb
16. Pronoun
17. Interjection
18. Preposition
19. Verb
20. Noun



### WHAT ARE FIGURES OF SPEECH?

A figure of speech is an expression in which the words are not used literally. A figure of speech is a device that is frequently used to convey a message more clearly or creatively. It is essentially a figurative language made up of a single word or phrase. A figure of speech is a deviation from normal word usage in order to heighten the efficacy of the words. Because it has a rhetorical effect, it is also known as a rhetorical figure. These rhetorical constructions are to be taken non-literally.

The use of a figure of speech can readily capture the attention of the reader and highlight the purpose of the use. It is used to build a comparison and add drama to a piece of writing or speech. It is simply a single word or phrase of figurative language. A simile, metaphor, or personification can be used to communicate a meaning other than the literal one.

It adds to the beauty of the writing. It provides more depth to the text and a sense of amazement to the reader. It breathes life into the writer's words. The figure of speech demonstrates not just the writer's intent, but also his purpose for using such language. The most common types of figures of speech are metaphor, simile, idioms, personification, hyperbole, and euphemism.

### TYPES OF FIGURES OF SPEECH

There are many different forms of figures of speech that can be used. The list of figures of speech is extensive, however, examples of some of the most commonly used forms are provided.

#### 1. Personification

Personification is the process of ascribing human qualities or characteristics to inanimate or abstract objects. Non-living things, abstract ideas, or attributes are referred to as humans

or living things in personification. As well as making text interesting (by bringing it to life), personification can be an efficient way to describe inanimate things because readers will find it easy to identify with the human trait and its connotations. By choosing the right human trait, a writer can be descriptive and project their feelings about the object being personified.

For example:

- The door complained as it opened.
- The snowflakes danced at night.
- The Earth was thirsty for water.
- The sun glared down at me from the sky.
- At precisely 4:00 am, my alarm clock sprang to life.
- The river swallowed the earth as the tide continued to rise higher and higher.

#### 2. Metaphor

Metaphors are figurative expressions that are not literally true. But they're neither lies nor mistakes because metaphors aren't meant to be taken literally. They are a sort of figurative language used to express a meaning other than the literal denotative meaning of the words or phrases used. A metaphor is a comparison of two dissimilar things or ideas. It is when two unlike or different items or thoughts are compared. The terms 'like' and 'as' are avoided in this informal or implied simile. They are illustrations that make a strong point by comparing two things you wouldn't necessarily pair together.

For example:

- You are the apple of my eye.
- His words cut deeper than a knife.
- I'm feeling blue.
- She's going through a rollercoaster of emotions.
- This is the icing on the cake.



### 3. Simile

A simile is a figure of speech that uses the words “like” or “as” to compare two different things in an entertaining way. The goal of a simile is to make an interesting link in the minds of the reader or listener. One of the most popular types of figurative language is the simile. They can help us express ourselves in a more descriptive and pleasant way. They can be funny, serious, mean, or creative.

For example:

- You were as brave as a lion.
- They fought like cats and dogs.
- Last night, I slept like a baby.
- They looked like peas in a pod.
- He eats like a pig.

### 4. Alliteration

A literary device in which a series of words begin with the same consonant sound is known as alliteration. It is used to emphasise an important point that a writer or speaker wants to make. Alliterative words do not have to begin with the same letter; they just have to have the same first sound. Alliteration is a frequently used stylistic device that can help you remember names and phrases by adding emphasis and interest to a sentence. It is the repetition of the same letter or syllable at the beginning of two or more words.

For example:

- **She sells seashells.**
- **Nick needed new notebooks.**
- **Seven sisters slept soundly on the sand.**
- **Kim's kid kept kicking like crazy.**
- **Walter wondered where Winnie was.**

### 5. Onomatopoeia

Onomatopoeia is a term that refers to a word that sounds like the thing it describes. It is a figure of speech when the term is used to describe a sound. Onomatopoeia is a term for turning sounds into words to describe an action. Onomatopoeia literally means “to make a name (or sound).” That is, apart from the sound it makes, the term has no meaning.

For example:

- The buzzing bee flew over my head.
- She fell into the water with a splash.
- Water plops into the pond.
- The soda fizzed over the top of my glass.
- The steak is sizzling on the barbecue.

### 6. Hyperbole

Hyperbole is a figure of speech that uses great exaggeration to emphasise a point. The word hyperbole is derived from a Greek term meaning “excess.” The use of exaggerated terminology to emphasise or heighten the impression of something is known as an exaggeration. Depending on how it’s used, hyperbole in writing and speech can give a message a dramatic or serious tone. It’s a technique for making something appear larger or more important than it really is.

For example:

- She has got a pea-sized brain.
- I have a million things to complete.
- The joke she cracked is so old, the last time I heard it, I was riding a dinosaur.
- I could do this forever.
- That bike went faster than the speed of light.
- I had a ton of homework.
- It has been ages since I have had a day to myself.

### 7. Euphemism

Euphemism is a polite language that replaces words or phrases that would otherwise be harsh or unpleasant. It’s a gentle or oblique term that frequently replaces a harsh, direct, or insulting term. Euphemisms can be used in a variety of situations. They can assist you in maintaining a courteous tone and avoiding being overly blunt. These expressions are commonly used, and there are several examples of euphemisms in ordinary speech.

For example:

- Using **passed away** instead of died
- Using **letting you** go instead of firing
- Using **well-off** instead of rich



- Using **running a little behind** instead of late
- Using **time of the month** instead of menstruating

## 8. Irony

Irony occurs when what actually happens turns out to be completely different from what would be expected. In writing or speaking, irony involves using words so the intended meaning is the opposite of the literal meaning. When there is a significant difference between what is stated and what is meant, or between appearance and truth, irony develops. These are frequently used in a light-hearted manner.

For example:

- A traffic cop gets suspended for not paying his parking tickets.
- “How nice!” she said when I told her I had to work all weekend.
- “That’s just perfect”—when the printer jams yet again.
- “Lovely weather today”—when it’s pouring with rain.
- “Oh, great!”—when there’s a huge line at the coffee shop.

## 9. Anaphora

Anaphora is a rhetorical device that adds rhythm to a paragraph while emphasising meaning. It adds emphasis or emotion by repeating a word or phrase from the beginning of a work in subsequent clauses or phrases. This strategy involves repeating a single word or phrase at the start of each line or paragraph. The recurrence of a word can heighten the piece’s overall meaning. Anaphora is a type of persuasion, a means of reinforcing a specific message, and an artistic aspect used by writers and public speakers. It is a strategy in which the same word or words appear in multiple phrases or verses.

For example:

- “**I** came, **I** saw, **I** conquered.”—Julius Caesar
- “**With** malice toward none; **with** charity for all; **with** firmness in the right.”—Abraham Lincoln

- **We shall** not stop. **We shall** go on and on. **We shall** move forward.
- “**Mad** world! **Mad** kings! **Mad** composition!” —King John II, William Shakespeare.

## 10. Oxymoron

A figure of speech containing words that appear to contradict each other is known as an oxymoron. An oxymoron is a phrase that uses two opposing terms together. It is defined as a combination of words or phrases that have opposing meanings. As a result, an oxymoron is frequently referred to as a contradiction in terms. This inconsistency conjures up a contradictory image in the mind of the reader or listener, resulting in a new concept or meaning for the whole. Oxymorons should never be taken literally. Instead, the context in which an oxymoron is employed should be used to determine its meaning.

For example:

- Close distance
- Bitter-sweet
- Love-hate
- Random order
- Pretty ugly
- Small crowd

## 11. Pun

A pun is generally used in plays where one word has two different meanings. It is used to create humour. It is the humorous use of words with various meanings or words with the same sound but different meanings.

For example:

- This vacuum sucks.
- If you stand by the window, I’ll help you out.
- I like archery, but it’s hard to see the point.
- Her cat is near the computer to keep an eye on the mouse.
- Now that I have graph paper, I guess it’s time to plot something.

## 12. Assonance

The recurrence of vowel sounds in nearby words is known as assonance. It is utilised



to emphasise a word's meaning or to create a mood. Assonance is a literary method in which vowel sounds are repeated in close proximity inside phrases or sentences in the text. It can even happen inside a single word. Assonance can be defined as the repeating of vowel sounds that are identical or very similar. Assonance produces an echoing effect. Basically, when we use repetition of vowel sounds, it is known as assonance.

For example:

- “Hear the mellow wedding bells”—“The Bells” by Edgar Allan Poe
- “The rain in Spain stays mainly on the plain.”—My Fair Lady by Alan Jay Lerner
- “When he was nearly thirteen”—To Kill a Mockingbird by Harper Lee

- “O Romeo, Romeo, wherefore art thou Romeo?”—Romeo and Juliet by William Shakespeare
- “Strips of tinfoil winking like people”—The Bee Meeting by Sylvia Plath

### 13. Idiom

An idiom is a group of words established by usage as having a meaning not deducible from those of the individual words. It is a common phrase with a meaning that has nothing to do with the literal meaning of its words.

For example:

- Bite off more than you can chew
- Raining cats and dogs
- If you scratch my back, I'll scratch yours
- Spill the beans
- Back to square one

## PRACTICE QUESTIONS

### Identify the subject of the personification and the human characteristic it was assigned.

1. I could hear Hawaii calling my name.
2. She did not realise that her last chance was walking out the door.
3. Her computer throws a fit every time she tries to use it.
4. The ocean danced in the moonlight.
5. My life came screeching to a halt.
6. This city never sleeps.
7. The party died as soon as Lia left.
8. The sunflowers nodded in the wind.
9. This advertisement speaks to me.
10. This article says that spinach vegetables are good for health.

### Identify the figure of speech in the given sentences.

11. At last, they agreed to disagree.
12. A lie has no legs.
13. Words are easy like the wind.
14. Netaji Subash Chandra Bose made a fiery speech.

15. Even the sky shed tears when Gandhiji died.
16. The company has decided to let you go.
17. The lake water is lapping with low sounds.
18. Break, break, break big boulder beside the river.
19. She is between jobs.
20. James is trying to be a good samaritan.
21. The rain in Spain stays mainly on the plain.
22. Ram claims that he can devour mountains of food, and drink rivers of whisky.
23. There is kind cruelty in the surgeon's knife.
24. Necessity is the mother of invention.
25. The murmurous haunt of insects on summer eves.
26. Is life worth living? It depends upon the liver.
27. How high his honour holds his haughty head?
28. What a fine mess of things you have made!
29. My cousin passed away last year.
30. Oh, fantastic! Now I cannot attend the wedding I had been waiting for the past month.



## SOLUTIONS

1. Subject of the personification: Hawaii  
Human characteristic: calling
2. Subject of the personification: chance  
Human characteristic: walking
3. Subject of the personification: computer  
Human characteristic: throws a fit
4. Subject of the personification: ocean  
Human characteristic: danced
5. Subject of the personification: life  
Human characteristic: screeching
6. Subject of the personification: city  
Human characteristic: sleeps
7. Subject of the personification: party  
Human characteristic: died
8. Subject of the personification: sunflowers  
Human characteristic: nodded
9. Subject of the personification:  
advertisement  
Human characteristic: speaks
10. Subject of the personification: article  
Human characteristic: says
11. Oxymoron. In this sentence, both the words agree and disagree are used together. Both of them are opposite words. So, the figure of speech is Oxymoron.
12. Personification. The lie works here in the sentence like a person. It has no legs. It is personified. So, it is Personification.
13. Simile. In this sentence, Words are compared with the wind. And comparison word-like is used here in the sentence. Therefore, the figure of speech is Simile.
14. Metaphor. Here in this sentence, the speech is like fire. It is compared but the words like, so, as, etc are not used. Therefore, it is a Metaphor.
15. Hyperbole. In this sentence, it is an exaggeration to say that the sky weeps at the death of a person. Therefore, the figure of speech is Hyperbole.
16. Euphemism. In this sentence, "let you go" is used as an indirect term that substitutes the word 'fire'. Hence, it is a euphemism.
17. Onomatopoeia. Lapping shows the sound. So, this is Onomatopoeia.
18. Alliteration. In this sentence, a series of words begin with the same consonant sound. Break, break, break big boulder beside the river.
19. Euphemism. In this sentence, "between jobs" is used as an indirect term that substitutes the word unemployed. Hence, it is a euphemism.
20. Idiom. "A good samaritan" is a person who helps someone in need with no thought of a reward.
21. Assonance. The rain in Spain stays mainly on the plain. In this sentence, there is a repetition of vowel sounds in nearby words. Hence, it is assonance.
22. Hyperbole. This sentence is an exaggeration and hence, the figure of speech is Hyperbole.
23. Oxymoron. In this sentence, both the words kind and cruelty are used together. Both of them are opposite words. So, the figure of speech is Oxymoron.
24. Personification. In the given sentence, the word necessity is given the human characteristic of a mother. It is personified. So, it is Personification.
25. Onomatopoeia. Murmurous shows the sound. So, this is onomatopoeia.
26. Pun. In this sentence, the word 'liver' could have various meanings. A pun is the humorous use of words with various meanings. Hence, it is a pun.
27. Alliteration. In this sentence, a series of words begin with the same consonant sound. How high his honour holds his haughty head?



- 28.** Irony. Irony is a dryly humorous or light-hearted mode of speech, in which words are used to convey a meaning contrary to their literal sense, as in the given question.
- 29.** Euphemism. In this sentence, ‘pass away’ is used as an indirect term that substitutes the word ‘die’. Hence, it is a euphemism.
- 30.** Irony. In this sentence, ‘Oh, fantastic!’ is used to mean the opposite of its literal meaning. Hence, it is ironic.



To be successful in error spotting, a candidate must have a good understanding of English vocabulary and grammar. You must identify a mistake in the sentences provided in error spotting. Nouns, pronouns, adjectives, adverbs, or any other grammatical flaw in the sentence can be the source of the error.

The first step in resolving problems about recognising faults is to carefully examine the entire sentence. In most circumstances, you'll be able to spot the mistake on the first try. You must carefully check the subject-verb agreement while reading the complete sentence. The following step is to double-check all spellings. Very often a mistake can be detected in wrong spellings. If you still can't see the error or aren't sure what the correct answer is, read each component of the sentence again and carefully check which element contains an error. You should also go over the list of basic rules so that you can have a deeper understanding of the error spotting.

## TYPICAL MISTAKES

- **Nouns**

A noun is a word that functions as the name of a place, person, thing, action or quality. It can be singular or plural, however, the verbs used for singular and plural are different.

Army, clergy, people, peasantry, animals, and other singular nouns represent plurality and take a plural verb in a sentence.

Clothes, scissors, trousers, amends, spectacles, and other nouns take the plural verb because of their plural form.

The noun form (singular/plural form) of a noun expressing weight, number, money, length, or measure that follows a number does not change as long as another noun or pronoun follows it, for example—meters,

quarter, dozen, yard, million, etc.

Few sample statements:

1. The APCs were placed at a hundred yards distance. (Plural form)
2. It took them 50 days to climb up the 8848 meter Mount Everest. (Singular form)

- **Pronouns**

In the instance of possession, a pronoun is a term that refers to the noun in the phrase. When using the pronoun 'one,' make sure to keep it throughout the phrase. 'Whose' is normally used for live persons, while 'which' is used for non-living things.

- **Adjectives**

An adjective is a word that describes a person, place, or thing's specialisation, merits, demerits, quality, or flaw. The relative pronoun 'that' is used after adjectives in the superlative degree instead of 'who' or 'which.' 'As' is used both before and after the adjective to show equality.

- **Adverbs**

An adverb is a word that changes the meaning of a verb or an adjective. Some adverbs have the same meaning, which causes people to become confused. Less and fewer are two words that come to mind. 'Fewer' denotes quantity whereas 'Less' denotes a number, and adjectives such as little, a little, and the little are employed in many contexts.

## Other Rules

- Words beginning with the letter ‘H’ such as hour, honourable, heiress, and so on, are regarded as silent. As a result, the article accepts the vowel ‘An’ rather than ‘A’. As a result, proper usage is “an hour,” “an heiress,” “an honour,” and so on.
- Do a double-checking of subject-verb agreement. If the subject is singular, so should the verb be. Similarly, if the subject is plural, the verb must also be plural. Furthermore, when written in the present tense, both the noun and the verb take plural forms in opposing ways. In the singular form of a noun, for example, a “S” is added in the singular form of a verb, the “s” is removed.
- Look for issues with conjunction usage, remember that each phrase can only use one conjunction at a time. It is incorrect to use “As” and “So” in the same sentence, for example.
- The distinction between “Many” and “Much” is that “much” is used before uncountable nouns, whereas “many” is used before countable nouns. Uncountable nouns are substances that can no longer be broken down into smaller components. “Litres of water,” for example (the term “water” here cannot be split down further into smaller units). Countable nouns, on the other hand, are substances that can be fragmented into separate chunks. “Two birds,” for instance (the presence of the word “two” makes the verb countable).
- The distinction between “Whose” and “Which”—“whose” relates to live things, whereas “which” refers to inanimate objects. The phrase “whose mobile is lying there?” is incorrect, whereas the phrase “which mobile is lying there?” is correct.
- The phrase “one of” must always be followed by a plural noun. For example, the phrase “it is one of the loveliest weather” is inaccurate, but “it is one of the loveliest weathers” is correct.
- Nouns that refer to a group of people, such as jury, panel, squad, audience, government, and so on, can be used as collective nouns.
- Other collective nouns can be used singularly or plurally, depending on their meaning. The verb is singular when these terms refer to a single unit otherwise, it is plural.
- The words ‘scarcely’ and ‘hardly’ are followed by the word ‘when’.
- The word ‘unless’ is usually negative. It’s a conditional expression. With ‘unless,’ ‘not’ is never used.
- The format of the different words in the sentence that serve the same function should be the same. For example—All undergraduate students should learn word processing, accounting, and java programming instead of All undergraduate students should learn word processing, accounting, how to work with java programmes.

- Modifiers are used to change the subject and must be placed next to it. The sentence's meaning is altered as a result of their actions.
- The proper words should be used in the proper context. For example—Using the sentence—It will affect you instead of It will affect you.
- Avoid making the same point over and over again. For example—Please repeat the sentence again is incorrect. The correct way is—Please repeat the sentence.
- The question tag is positive, while the statement is negative, and vice-versa. For example, It a little late, is it? (Incorrect). It is a little late, isn't it? (Correct).
- 'Unless' conveys a condition that is always employed in the negative sense, 'not' is never used with it. For example—You will not be released unless you do not pay the bail bond (Incorrect). You will not be released unless you do pay the bail bond (Correct).

INCORRECT SENTENCE	CORRECT SENTENCE
<b>1.</b> I would like the host for the propose the toast.	<b>1.</b> I would like the host to propose the toast.
<b>2.</b> Rishi wants to hear the tone for one more time. Could you please repeat it for her again?	<b>2.</b> Rishi wants to hear the tone for one more time. Could you please repeat it for her?
<b>3.</b> You will not get the ice cream until you do not complete your work.	<b>3.</b> You will not get the ice cream until you complete your work.
<b>4.</b> Rita would love to plays her guitar.	<b>4.</b> Rita would love to play her guitar.
<b>5.</b> It was cruel of you to berating her in front of her parents.	<b>5.</b> It was cruel of you to berate her in front of her parents.
<b>6.</b> Although I am very busy, but I'll take out time for your work.	<b>6.</b> Although I am very busy, I'll take out time for your work.
<b>7.</b> She was having dance practice before she was called by her father.	<b>7.</b> She had dance practice before she was called by her father.
<b>8.</b> No sooner that I had finished my work when my mother called me into the kitchen.	<b>8.</b> No sooner had I finished my work than my mother called me into the kitchen.
<b>9.</b> He worked hardly to gain this position.	<b>9.</b> He worked hard to gain this position.
<b>10.</b> She was there in a market but she never told me about your fracture.	<b>10.</b> She was there in a market but she did not tell me about your fracture.

## PRACTICE QUESTIONS

**Direction—Some elements of the sentence in the following questions may be incorrect. Choose the correct option, after determining whether part of the phrase has an error. Select ‘No error’, if a sentence is devoid of errors.**

1. The charm (A)/ prince is(B)/ wearing a(C)/ black suit. (D)/ No error (E).
2. The act of arson by Peter(A)/ was reported (B)/ to the near (C)/ fire station. (D)/ No error (E).
3. Seven quarts of honey were (A)/required to get the chocolaty consiseny (B)/and it was really difficult to (C)/acquire that consistency at the moment. (D)/ No error (E).
4. Turkey’s government (A)/ signed a deal with Space Origin (B)/ to launch three internet satellites into (C)/ the moon’s orbit, after a previous attempt end in disaster. (D)/ No error (E).
5. This goes beyond a simple client-attorney (A)/ relationship but I think our friend, logician (B)/ and guide need to pour out (C)/ everything that’s disturbing her. (D) / No error (E).
6. Tribal anguish over monetary issues (A)/ leading to the scapegoating of nontribal long-time residents (B)/reflects the continued failure (C)/to forge more comprehensive policies in Assam (E).
7. In spite their best efforts (A)/ they failed to retain (B)/ the agreement due to (C)/ undesirable political interference. (D)/ No error (E).
8. Due to his prolonged illness (A)/ he could not focus (B)/ on his studies even though (C)/ he was very much desired to do so. (D)/ No error (E).
9. The Supreme Court says Australian (A)/ judges has been too lenient in (B)/ punishment for 30 years in giving (C)/ offenders the lowest possible sentence (D)/No error (E).
10. The administration is (A)/ likely to issue a statement (B) /with regards to the investigation (C)/ of the press errors (D)/No error (E).
11. The company, Honda city, (A)/ has been producing twelve billion (B)/ units since it was (C)/ established in 1998 (D)/ No error (E).
12. Under no circumstances (A)/you would be allowed to remain (B)/ out of home after eleven o’clock, (C)/ said Rukmini to her daughter. (D)/ No error (E).
13. He held something (A) / at his side which (B) / was totally hiding (C) / by the folds of his pant. (D) / No error (E).
14. The mother forbade her daughter (A) / to walk in the sun (B) / and play with (C) / her friends in the park. (D) / No error (E).
15. New purchasing power will increasingly (A)/ come from Europe and America where (B)/ the demographics are still favourable (C)/ for high-income growth. (D)/ No error (E).
16. The old woman was (A)/ knocked down by a truck (B)/ upon crossing the street. (C)/ No error (D).
17. The angry wife (A)/ walked towards her (B)/ husband and shouted (C)/ loud at him. (D)/ No error (E).
18. I shall convey your message (A)/ to the president (B)/ when I shall reach his office (C)/, located in Kashmir. (D)/ No error (E).

19. I wonder (A) / what she has done (B) / with the music CD (C) I lend him. (D) / No error (E).
20. It had been a baffling (A) / discovery on

their (B) / anniversary that (C) he has been unsure of her at the time of their wedding. (D) / No error (E).

## SOLUTIONS

1. **(A)** The error lies in the first part of the sentence. ‘Charm’ is a noun. ‘Charming’ is the adjective for ‘charm’. So, instead of ‘charm’, ‘charming’ should come as the **word, here, qualifies ‘prince’.**
2. **(C)** The answer is c. Here, the superlative degree of the adjective ‘near’ i.e., nearest should be used.
3. **(A)** Part A of the sentence contains the error as seven quarts of honey is used as a collective noun and hence ‘was’ should be used instead of ‘were’. Therefore, answer option A is correct here.
4. **(D)** The correct option is D. ‘Previous attempt’ implies that it happened in the past. Hence, ‘ended’ should come instead of end.
5. **(C)** The correct option is C. ‘Need’ should be replaced with ‘needs’
6. **(E)** No error in the sentence.
7. **(A)** When we use the phrase in spite, ‘of’ should also be used. Therefore, there is an error in part a.
8. **(D)** To qualify the subject “she,” replace “want” with “desirous.”
9. **(B)** The (B) part of the phrase contains a grammatical mistake. Because the subject of the phrase is “judges,” which is plural, the word “has” must be substituted with “had” to make the sentence grammatically correct. As a result, the answer would be option (B).
10. **(E)** There is no mistake here. Therefore, answer option E is correct.
11. **(B)** The (B) part of the phrase contains a grammatical mistake. The usage of “present perfect continuous” tense is improper here since “present perfect tense” is employed to show completion or to discuss the result. To make the line grammatically correct, “has been producing” must be changed with “has produced.”
12. **(B)** The (B) part of the phrase has a grammatical problem. Inversion is used whenever a statement begins with a negative adverb such as hardly, scarcely, barely, seldom, rarely, not only, under no circumstances, and in no manner. To make the statement grammatically correct, “you would be allowed” must be substituted with “would you be allowed.”
13. **(C)** Use “hidden” instead of “hiding,” as to Be + third form of a verb is used in passive voice.
14. **(E)** No error is there in the sentence.
15. **(E)** No error is there in the sentence.
16. **(C)** The (C) part of the question contains a grammatical error. “Upon” is used to depict a situation wherein we want to refer to something that is being followed by another so as to form a series. “While” is used to show that something happened at the same point of time. The old woman was knocked down by a truck “while” crossing the street.
17. **(D)** Part (D) of the sentence contains a grammatical error. In part D, the word loud has the wrong usage. It should be used as an adverb to describe the way of her shouting. Solution - The angry wife walked towards her husband and shouted loudly at him.
18. **(C)** Part (C) of the sentence contains a grammatical error. The use of shall in both places can be termed as redundant and therefore incorrect. Solution - I shall convey your message to the president when I (no shall) reach his office, located in Kashmir.
19. **(D)** Lent is the past tense of lend, which means to give someone money or goods with the expectation that it be given back. Herein the CD was given in the past and

hence lent should be used instead of lend.  
Solution - I wonder what she has done with the music CD that I lent her.

**20. (D)** Has been is used to depict the fact that an action began at some time in the past and is still in progress. On the other hand, had been is used to depict that something

began in the past, lasted for some time, then ended. Herein the act of being unsure had already ended and therefore “had been” is to be used.

Solution—It had been a baffling discovery on their anniversary that he had been unsure of her at the time of their wedding.

# 13 Sentence Improvement



Sentence improvement or correction is part of verbal ability questions asked in competitive exams. It involves a sentence that requires some grammatical or vocabulary-related improvement in a phrase or a word or in several phrases or words. The sentence needs to be modified to make it grammatically correct and easy to understand. There are some basic grammar rules which are very important to understand sentence improvement questions. These are as follows:

## 1. Subject-Verb agreement

The verb in a sentence must always be in accordance with the subject.

### Understand With Example



- They both should either be singular or plural.  
**For example**—She is reading a novel (singular), Girls are reading the novels (plural)
- If the subject is a collective noun, the verb takes a singular form. There are exceptions to this rule.  
**For example**—The group is doing a dance and (not) the group are doing dances.
- If the subjects are connected by “AND”: they require a plural verb.  
**For example**—Gold and diamond are precious metals and (not) gold and diamond is precious metal.
- If subjects are connected by “OR”, a singular verb is used.  
**For example**—You can give the parcel to my mother or my brother.
- All sentences that begin with EACH, EVERYONE, and ANYONE will have a

singular verb.

**For example**—Anyone can do this task.

- Whenever there is a comparison made using THAN or AS, the objective form of the pronoun is used.

**For example**—I am as intelligent as she is. She is faster than I am.

## 2. Numbering error

This is the error of writing the same thing twice which does not add to the meaning of the sentence but makes it difficult to understand. Such mistakes indicate a lack of knowledge of verbal ability.

### Understand With Example



- He returned back from California.
- He lives in close proximity to my place. The correct way of writing these sentences is:
  - He returned from California. (here “back” is redundant).
  - He lives in proximity to my place. (here “close” is redundant).



Here is a list of common redundant errors to watch out for.

Absolutely certain	Cease and desist	Few in number	Manually by hand	Return back
Actual fact	Chase after	First and foremost	May possibly	Revert back
Added bonus	Collaborate together	First began	Merge together	Rough estimation
Adequate enough	Compete with each other	Follow after	New innovations	Same identical
Advance forward	Completely finished	Foreign imports	One and same	Sequential order
Advance warning	Continue on	Forever and ever	Orbit around	Since the time when
Ask a question	Crisis situation	Free gift	Past experience	Spell out in detail
At the present time	Current status quo	General public	Past history	Still remains
ATM machine	Current trend	Hence why	Past record	Sudden explosion
Bald headed	Definite decision	Hurry up	Personal opinion	Sum total
Basic necessities	Difficult dilemma	In my personal opinion	Plan ahead	Summarise briefly
Biography of her life	Direct confrontation	In spite of the fact that	Plus in addition	The reason is because
Black darkness	Drop down	In the event that	Postpone until later	The reason why
Blatantly obvious	During the course of	Interestingly enough	Progress forward	Therapeutic treatment
Blend together	Each and every	Invited guests	Protest against	Toxic poison



Brief moment	End result	Join together	Raise up	Unexpected surprise
Browse through	Enter in	Little baby	Regular routine	Unintentional mistake
Burning fire	Exactly the same	Longer in length	Repeat again	Usual custom
But yet	False pretence	Major breakthrough	Retreat back	Various different

### 3. Modifier error

Another common error is to leave a participle without a subject.

#### For example:

seating on the gate, a scorpion stung him.  
Here the usage of “seating” for a scorpion is wrong. The correct formation should be:  
While he was sitting on the gate, a scorpion stung him.

Some types of modifier errors are:

#### a. Misplaced modifier

**For example**—Nina wore the hat on her head, which she brought yesterday.

Here it seems that she bought the head yesterday (due to the formation of the sentence).

Thus, the correct formation would be: Nina wore the hat which she bought yesterday, on her head.

#### b. Dangling modifier

**For example**—Waiting for the bus guano fell on my shoe.

Here it seems that the guano was waiting for the bus!

Thus, the correct formation is—While I was waiting for the bus, guano fell on my shoe.

### 4. Comparisons

Comparisons should always be made between two similar things.

**For example**—The literacy rate in Kerala is greater than any other city in India.

The correct comparison here would be the literacy rate in both places. So, the correct formation would be—The literacy rate in Kerala is greater than that of any other city in India.

Some rules are as follows:

- a. When a comparative degree is used, the thing being compared must be excluded from the rest.

#### For example:

Correct—He is braver than any other man living is correct but the sentence.

Incorrect—He is braver than any man living.

- b. In a superlative degree, the thing being compared is included.

#### For example :

Correct—Mother Teresa is the kindest of all women.

Incorrect—Mother Teresa is kindest than all

### 5. Parallelism

Parallelism relates to the structure of the sentence. Different phrases or words performing the same function should be used in the same format.

#### For example:

other women.



INCORRECT SENTENCE	CORRECT SENTENCE
1. She likes football and running.	1. She likes playing football and running or She likes to play football and to run.
2. Helen likes to paint, draw, and sketching.	2. Helen likes to paint, draw and sketch or, Helen likes painting, drawing, or sketching.
3. The visit to the chapel was beautiful, moved, and inspired.	3. The visit to the chapel was beautiful, moving, and inspiring.
4. She likes listening but to talk.	4. She likes listening but not talking or She likes to listen but not to talk.

## 6. Error in diction

A diction error refers to an error in the choice of words or phrases. Some idioms

may also occur in a sentence in the wrong manner.

### A common pair of words and phrases that are often confused are:

<b>Accept</b> It is a verb that means “to receive something willingly.” For example: I accept this proposal on behalf of my company.	<b>Expect</b> It is a verb that means “to leave out or exclude.” For example: All of you can leave except Alan.
<b>Adapt</b> It means to change something to suit your needs or change yourselves according to something.  It means to change something to suit your needs or change yourselves according to something.  For example: Meera struggled to adapt to the demanding work culture of the corporate world.	<b>Adopt</b> It means to take over something. For example: She adopted Christianity after moving to Spain.
<b>Affect</b> It is a verb that means “to produce an effect upon”. For example: His possessiveness affected my mental health and sense of self-worth.	<b>Effect</b> It is a noun that means “a change that results when something is done or something happens”. For example: Rising global temperatures had an effect on ice caps in the poles.



<b>Argue against</b> It means to speak in a manner to highlight the negative aspects of something. For example: She argued against the topic in the debate.	<b>Argue with</b> It means to speak in favour of something. For example: she argued with the topic in the debate.
<b>Few</b> It is equivalent to something negligible. For example: Few people understand Sanskrit in modern times.	<b>A few</b> It is equivalent to some. For example: A few people believe in the idea of community ownership.
<b>Few</b> Used for countable nouns. For example: there are few oranges in the basket and (not) there are less oranges in the basket.	<b>Less</b> Used for uncountable nouns. For example: there is less water in the well and (not) there is few waters in the well.
<b>Imply</b> It means to hint at something without directly saying it. For example: He implied that Elena was in trouble, but he would not tell why.	<b>Infer</b> It means to deduce something that has not been stated directly. For example: I inferred that she was shaken from the expression on her face.
<b>Its</b> It is a possessive pronoun that means "belonging to it". For example: Chester is obsessed with the painting because of its mysterious aura.	<b>It's</b> It is a contraction of "it is". For example: I should study for my test as it's just two days away.
<b>Later</b> It is an adverb that means after a particular time or any time after the present. For example: She said she would meet me later.	<b>Latter</b> It is an adjective that means occurring at or near the end of an activity. For example: Kate and Nia will come tomorrow. The latter will not have lunch as she has some errands to run.
<b>Lay</b> To lay means to put in place. For example: She laid out her outfit on the bed. The past tense of lay is "laid".	<b>Lie</b> To lie means to recline. For example: Perhaps I should lie down. The past tense of lie is "lay"
<b>Little</b> It refers to hardly any quantity. For example: there is little hope for recovery in his case.	<b>A little</b> It refers to a small quantity. For example: be a little wise and talk to him.
<b>Lose</b> It is always used as a verb. For example: Dahlia was careful not to lose her ticket.	<b>Loose</b> It is usually used as an adjective. For example: the tape was really loose.



### Than

It is used for comparisons. For example: She is faster than shelly.

### Then

It is used to indicate time or sequence. For example: Anna finished the test and then took a nap.

### That

It is used to restrict the content of the sentence. For example: I really like that dress you wore.

### Which

It is used to further specify, identify or distinguish a particular thing. For example: It is the empty space that makes this bowl useful.

### Your

It is used to indicate possessiveness. It is not a contraction. For example: are these your glasses?

### You're

It is a contraction of the phrase “you are”. For example: I think you're the perfect person for the job.

### Hotkeys

Identify the concept applied in the sentence. In general, one or two rules usually apply in such questions.

- Look out for time indicators (before,during, after, etc.)

- The non-underlined part may help you to understand the error. Pay attention to it.
- Try reading the options in your mind once. The correct answer will sound correct when read, others will not.

## SOLVED EXAMPLES

**Directions: Choose the most appropriate option that would improve the underlined part of the sentence. If there is no improvement, choose option D.**

1. The gripping tale had its beginning more than fifty years ago.
  - A. Initiated
  - B. Was started
  - C. Began
  - D. No improvement needed

**Here the correct answer is option B** as it makes a grammatically correct sentence.

2. Sincere people do not rest until they have reached perfection in their work.
  - A. They had achieved
  - B. They have achieved
  - C. They had reached
  - D. No improvement needed

**Here the correct answer is option B** as perfection is something which needs to be “achieved” not “reached”.

3. You are an engineer, aren't you?
  - A. Are
  - B. Wasn't
  - C. Isn't
  - D. No improvement needed

**Here the correct answer is option D** as the word “aren't” is correct here because this is a rhetorical question where this word is usually used.



4. I usually did not take sugar in my tea.
- A. Do not takes
  - B. Do not take
  - C. Will not take
  - D. No improvement needed

**Here the correct answer is option B** as “do not take” is simple present tense and is appropriate to be used with the subject “I” which is singular.

5. The bike that I bought was difficult to use.
- A. Was inconvenient
  - B. Was convenient
  - C. Was manageable
  - D. No improvement needed

**Here the correct answer is option A** as “inconvenient” means something that is difficult to use.

## PRACTICE QUESTIONS

**Directions: Choose the most appropriate option that would improve the underlined part of the sentence. If there is no improvement, choose option D.**

1. Unless some systematic changes is made, the future generations will bear the brunt of the inefficiencies of the system.
  - A. Unless some systematic changes are made
  - B. Unless some systematic changes will be made
  - C. Unless some systematic changes have been made
  - D. No improvement needed.
2. The winter season of the parliament will begin in a few days.
  - A. Mission
  - B. Recession
  - C. Session
  - D. No improvement needed
3. The movie which you recommended, was really very good.
  - A. Than
  - B. That
  - C. The one which
  - D. No improvement needed
4. There is generally agreed that inbred children are more prone to diseases than those who are not inbred.
  - A. It
  - B. Which
  - C. Than
  - D. No improvement needed
5. Thieves steal Hondas and Toyotas from the 1990s more than other models because they can chop them up and sell them for parts that are worth more than the car.
  - A. More than other models because they can chop them up and sell them for parts that are worth more than the car
  - B. More than they steal other models because they can chop them up and sell them for parts that are worth more than the car
  - C. More than they do other models because they can dismantle the cars and sell the parts that are worth more than the car
  - D. No improvement needed.
6. NASA reports that ancient observers took note of solar eclipses at least as far back as 2500 BC, as evidenced by surviving records from ancient Babylon and China.
  - A. As evidenced by survived records from
  - B. As is evident by surviving records from
  - C. As the surviving records show the evidence of
  - D. No improvement needed



7. When the hockey team reached the hotel, he dropped off his luggage there.
- She dropped off her luggage.
  - They dropped off there luggage
  - They dropped off their luggage
  - No improvement needed
8. I can't hardly believe what Anna told me.
- Can't believe
  - Can hardly believe
  - Either A or B is correct
  - No improvement needed.
9. The characters in this extremely modern version of Shakespeare's Macbeth shall no longer be believable.
- Are
  - Is
  - Will
  - No improvement required.
10. Each of the compartments contains several litres of water.
- Contained
  - Contain
  - Is Containing
  - No improvement required
11. You can take Harry with you. He enjoys gardening and play in the sun.
- Playing in the sun
  - Played in the sun
  - To play in the sun
  - No improvement needed.
12. For dinner, we like lamb chops and to boil Brussels sprouts.
- Like fried lamb chops
  - To fry lamb chops
  - Fried lamb chops.
  - No improvement needed.
13. Public transit such as buses or a train can help reduce air pollution.
- Or trains
  - Or many trains
  - Or several trains
  - No improvement needed
14. Cherry does nothing but read that book all day. She is very taken by the writing style of it's author
- It is
  - Its
  - The
  - No improvement needed
15. The existence of god is still a contentious question.
- Was still a contentious question.
  - Will still be a contentious question.
  - Shall still be a contentious question.
  - No improvement needed
16. Your salary being dependent on the quality of your work.
- Depends upon
  - Going to depend
  - Is dependable
  - No improvement needed
17. She did not report him as she was fear of losing her job.
- Fearful of
  - Afraid of
  - Had been afraid of
  - No improvement needed
18. After 15 years, Seema is finally stationed in Kolkata, who is her birthplace.
- That is
  - There is her
  - Which is
  - No improvement needed
19. We were nervous as we was the next to present.
- Who
  - Where
  - Were
  - No improvement needed
20. Occupied with a lot of work, he could not make it to his daughter's birthday on time.
- Occupying
  - While occupied
  - Occupation



- D. No improvement needed
- 21.** He is a wise man, which knows when to speak up.  
A. Who  
B. What  
C. When  
D. No improvement needed
- 22.** Every of the applications must be approved by the head of HR.  
A. Each one of the  
B. Each of the  
C. Every one of the  
D. No improvement needed
- 23.** The firm have asked for the names of all employees working on the project.  
A. Is asking
- B. Was asked that  
C. Has  
D. No improvement needed
- 24.** Considerate the traffic, it is better to leave for the station an hour early.  
A. Considerate of  
B. Considering  
C. While considerate of  
D. No improvement needed
- 25.** He was determined for completing the task before the due date.  
A. For completion  
B. About completed  
C. To complete  
D. No improvement needed

## SOLUTIONS

1. **(A)** is correct as the verb ARE refers to the subject SYSTEMATIC CHANGES. Both are plural. Option B is wrong as it uses the verb of future tense and C is wrong as it uses the verb of past tense. Option D is irrelevant.
2. **(C)** is correct as the word SESSION is the most logically appropriate word here as it refers to the meeting of the parliament. Options A and B are wrong as the words mentioned have different meanings from what is needed in the context.
3. **(B)** is correct as THAT is used to denote THE RECOMMENDED MOVIE. Option A is wrong as “than” is used for comparison and no comparison is being made here. Option C is wrong as “the one which” cannot be used with the words “you recommended”
4. **(A)** is correct as the word IT is appropriate to refer to the subject DISEASES AMONG INBRED CHILDREN (as per subject-verb agreement) Option C is wrong as “than” is used for comparison and option B is wrong as “which” refers to a particular thing and cannot be used at the start of a sentence.
5. **(C)** is correct as the phrase THEY DO refers to the subjects THIEVES doing the other models, the word DISMANTLE is a replacement for the word CHOP. Options A and B lack on the same grounds as they use inappropriate words.
6. **(B)** is correct as the phrase AS IS EVIDENT is in accordance with the verb REPORTS as both are in the present tense. Options A and C are grammatically incorrect as they mention verbs in the past tense and incorrect sequence respectively.
7. **(C)** is correct as the verbs THEY and THERE ARE used for the subject THE HOCKEY TEAM which is plural. Options A and B are grammatically incorrect as the words “she” and “they” are used wrongly.
8. **(C)** is correct as either option A or option B are grammatically correct. Both cannot be



used together. Can't and hardly are double negatives and it is grammatically incorrect to use them together.

- 9. (A)** is correct as the verb ARE would come for the subject THE CHARACTERS as per subject-verb agreement. Options B and C are grammatically incorrect as the verb "is" singular is used in place of the plural verb "characters" and "will" is in future tense and cannot be used with "be" respectively.
- 10. (B)** is correct as the verb CONTAIN would be appropriate with the subject EACH, as per subject-verb agreement. Options A and C are grammatically incorrect as they used verbs in past and present continuous tense respectively.
- 11. (A)** is correct as the phrase PLAYING IN THE SUN is the only option that goes correctly with the word GARDENING. (According to the concept of parallelism). Options B and C are eliminated as they are not parallel with the word GARDENING. (As per parallelism).
- 12. (B)** is correct as the phrase TO FRY LAMB CHOPS is the only option that goes correctly with the phrase TO BOIL BRUSSELS SPROUTS. (According to the concept of parallelism). Options A and C are eliminated as they are not parallel with the phrase TO BOIL BRUSSELS SPROUTS (as per parallelism).
- 13. (A)** is correct as the word TRAINS is correct according to the concept of parallelism. Since the word BUSES is used thus TRAINS would be correct instead of TRAIN. Options B and C are eliminated as they are not parallel with the word BUSES (as per parallelism)
- 14. (B)** is correct as the word IT'S will be replaced by ITS which denotes possessiveness.

After this, the phrase will mean "the writing style belonging to the author" which is both grammatically and factually correct. Options A and C are grammatically incorrect as "it is" is a pronoun and "the" cannot be used to refer to the author of the particular book she is reading respectively.

- 15. (D)** is correct as there is no need for any improvement in the sentence. The verb IS is correct for the subject of the question of the existence of God. Options A, B, and C are grammatically incorrect as "will still" is not the proper usage, "shall still" is wrong in the context of the question, and "was still" is not correct in the context of the question.
- 16. (A)** is the correct answer as it is in the present tense. Option B is wrong as the word "is" is absent in the option. Option C is wrong as "dependable" is in the past tense. Option D is irrelevant.
- 17. (B)** is the correct answer as "afraid" is the action of being fearful. Option A is wrong as "fearful" is the feeling and not action. Option C is wrong as "had been" is in the past tense. Option D is irrelevant.
- 18. (C)** is the correct answer as "which" is used to refer to the place Hyderabad. Option A is wrong as "that" is very restrictive in nature. Option B is wrong as "there is" cannot be used at the start of a clause. Option D is irrelevant.
- 19. (C)** is the correct answer as "we" is a plural subject hence the verb "were" used is also plural. Option A is wrong as "who" is not a verb. Option B is wrong as "where" is not a verb. Option D is irrelevant.
- 20. (D)** is the correct answer as "occupied with" is correct usage option A is wrong as "occupying" is in present continuous tense.



Option B is wrong as “while occupying” cannot be used the word “with”. Option C is wrong as “occupation” refers to a job and not occupation with work.

**21. (A)** is the correct answer as “who” is used to refer to a person. Option B is wrong as “what” refers to a thing or place and not a person. Option C is wrong as “when” refers to time not a person. Option D is irrelevant.

**22. (B)** is the correct answer as “applications” are countable so the word used must be “each”. Option A is wrong as the usage of “each one” is redundant. Option C is wrong as “every one: is redundant. Option D is irrelevant.

**23. (C)** is the correct answer as the “firm” is plural so the verb used will be singular. Option A is wrong as it is using the verb in the present continuous tense. Option B is wrong as the verb is in the past tense. Option D is irrelevant.

**24. (B)** is the correct answer as the “considering” in present continuous tense. Option A is wrong as it is in the past tense. Option C is wrong as it is past tense. Option D is irrelevant.

**25. (C)** is the correct answer as “to complete” is in present tense. Option A is wrong as it is in the past tense. Option B is wrong as it is past tense. Option D is irrelevant.





The process of reorganising a jumbled group of lines is known as sentence rearrangement. You must first put the sentences in the correct order before answering questions about them. Candidates must carefully study the statements to solve such questions, as the motive, topic matter, or part from which the jumbled phrases may be picked varies.

The following are examples of questions that could be asked:

- The correct order of all the statements
- Identifying the passage's first statement
- To find the passage's final statement, and so on.

### **TYPES OF SENTENCE REARRANGEMENT QUESTIONS**

Para jumble questions can be asked in four different ways

**The Simple Format:** In this format, candidates are given all of the statements in a jumbled state and must arrange them in a logical order.

**Static First Statement:** In the second type of para jumble format, the first statement is given as a constant, and you must logically organise the other statements so that the initial statement remains constant.

The last statement can also be static, and candidates must arrange the other sentences to make the paragraph logical while keeping the last sentence constant.

The first and last statements can be fixed, and the remaining sentences must be arranged logically between them.

Typically, a set of sentence rearrangement problems contains 6 or 7 sentences. It's a set of five questions based on the same 6-7 sentences arranged in different ways. After rearrangement, the questions are for the correct set of first, second, third, fourth, fifth, and sixth sentences. The set of sentences is the same for all five questions.

There are three parts to every paragraph (after combining the sentences of the rearrangement):

- a. The beginning
- b. The main part
- c. The conclusion

### **How to solve sentence rearrangement questions correctly**

You can make a lot of mistakes when answering questions about sentence rearranging. If you approach the problems appropriately, you will be able to answer the para jumbles without making any mistakes.

#### **Hotkeys**

Here are some tips on how to deal with sentence rearrangement issues:

- Before starting to rearrange the sentences, carefully read them all and evaluate the common point between them.
- Refer to a sequence discussed in the statement.
- Try pertaining the words given, such as yet, but, when, then, they, anyway, and so on. It will give a good idea of how the sentences can be reorganized.
- Candidates with a larger vocabulary are more likely to answer the question quickly since knowing the meanings of each word in each sentence helps in the arrangement of the statements.
- It's easier to comprehend paragraphs with a single static statement since you can see how the theme begins to evolve or ends.
- Reread the entire section to confirm that it is logically valid once you believe you have correctly organised the statements.



In a rearranged sentence, how do you find the first and last sentences?

- a) Find and pick sentences that use a noun as the subject. Such sentences may serve as the first sentences for our reorganisation.
- b) Remove sentences using a pronoun as the subject. Such sentences cannot be the initial sentence because a pronoun is always used after a noun.
- c) Get rid of sentences that start with a conjunction. When conjunction appears at the beginning of a sentence, it shows that there is clearly a sentence preceding it. As a result, sentences that start with a conjunction cannot also be the initial sentence.

The conclusion is usually the last sentence of a paragraph, and we frequently use terms like finally, lastly, Thus, Thus ultimately, hence, and so on when writing conclusions.

As a result, any sentence beginning with these words can serve as our last sentence.

#### **Steps to find the middle sentences are as follows:**

The key to identifying the middle sentences with the greatest accuracy is to choose our answers from the options.

Simply put, once the first and last sentences have been determined, we may look at the question choices to see which one will yield the correct answer for the remaining sentences.

There will be one question in the questions where the first and last sentences that we would have found by then will be in the options for finding the second/ third/ fourth/fifth sentence.

With this, you have two options for the first and last sentences. Because they have already been assigned to the first and last sentence, the options for the second, third, fourth, or fifth sentence will be eliminated in questions where we must find the second, third, fourth, or fifth sentence, because they cannot be the correct option for the remaining sentences.

After removing the first and last sentences from the five options, our fourth sentence (which would not be in the options) will be eliminated as well.

Now we can find the best options by matching the requirement at the beginning and end of the remaining sentences.

More options are eliminated as more questions are answered, resulting in maximum accuracy.

#### **See example**

##### **Type 1:**

Rearrange the sentences below and answer the questions.

- A. So, you spend the majority of your time on pitches.
  - B. Nowadays, most teams prefer to play on wickets.
  - C. If you want output in three days, it's not easy for batsmen.
  - D. You keep running into pitches that are difficult.
  - E. Our cricket is competitive.
  - F. When you're aiming for 20 wickets in three days, the game can sometimes be completed in two days.
1. After the rearrangement, which of the following will be the first sentence?
- A. A
  - B. C
  - C. B
  - D. D
  - E. E



2. After the rearrangement, which of the following will be the second sentence?  
A. A                      B. C  
C. B                      D. D  
E. E
3. After the rearrangement, which of the following will be the third sentence?  
A. A                      B. C  
C. B                      D. D  
E. E
4. After the rearrangement, which of the following will be the fourth sentence?  
A. A                      B. C  
C. B                      D. D  
E. E
5. After the rearrangement, which of the following will be the fifth sentence?  
A. A                      B. C  
C. B                      D. D  
E. F

#### **EDBCFA is the correct rearrangement.**

- E. Our cricket is competitive.
- D. You keep running into pitches that are difficult.
- B. Nowadays, most teams prefer to play on wickets.
- C. If you want output in three days, it's not easy for batsmen.
- F. When you're aiming for 20 wickets in three days, the game can sometimes be completed in two days.
- A. So, you spend the majority of your time on pitches.

#### **Type 2:**

Then there is a new set of rearrangement questions where one of the sentences from the 6/7 sentences is fixed to a place in the arrangement itself. For example, the D option could be in bold letters and fixed.

This means that the remaining options are all unarranged, whereas option d is fixed and

will remain in the same position even after rearrangement.

We can try this type of rearrangement in the same way that we learned in the trick mentioned above.

This fixed position will benefit us here because it will:

- a) assist us in judging the sequence of the sentences
- b) reduce our options for rearrangement

#### **Type 3:**

Rearrange the sentences below to form a meaningful paragraph. Sentence C, which is highlighted in bold letters, is correct and remains in place. Rearrange the remaining sentences and answer the following questions.

- A. One winter my father returned from Bangalore with a bag full of beans.
  - B. My mother said that the optimal time to harvest soybeans is after a period of rainfall when the bean is at its optimum size and flavour.
  - C. Excited, my parents, sister and I sat together to shell the beans.
  - D. The next few days were all about the soya bean, a recipe that she learnt from her mother.
  - E. The peculiar aroma of beans in a cotton bag is something I could never forget.
  - F. I kept looking at my fingers changing colour from the oily texture of the bean pod.
1. After the rearrangement, which of the following will be the fourth sentence?  
A. A                      B. C  
C. B                      D. D  
E. F
  2. After the rearrangement, which of the following will be the third sentence?  
A. A                      B. C  
C. B                      D. D  
E. E
  3. After the rearrangement, which of the following will be the fifth sentence?



- A. A                    B. C  
C. B                    D. D  
E. E

4. After the rearrangement, which of the following will be the first sentence?  
A. A                    B. C  
C. B                    D. D  
E. E
5. After the rearrangement, which of the following will be the sixth sentence?  
A. A                    B. C  
C. B                    D. D  
E. E

**AECFB is the correct rearrangement.**

- A. One winter my father returned from Bangalore with a bag full of beans.  
E. The peculiar aroma of beans in a cotton bag is something I could never forget.  
C. Excited, my parents, sister and I sat together to shell the beans.  
F. I kept looking at my fingers changing colour from the oily texture of the bean pod.  
B. My mother said that the optimal time to harvest soybeans is after a period of rainfall when the bean is at its optimum size and flavour.  
D. The next few days were all about the soya bean, a recipe that she learnt from her mother.

**Type 4:**

This type of rearrangement is not a sentence rearrangement, but rather a rearrangement of unarranged phrases within a single sentence. The trick to determining the correct arrangement here is as follows:

- a. Look for the part of the sentence that contains the sentence's subject. The subject of a sentence is usually found at the beginning of the sentence.
- b. Now that we've found the first, we can examine the last words of it, as well as the first words of the other parts, to see which

part follows it and conveys the information needed in the first.

Seeing the end words of a phrase and connecting them to the first words of the following phrases can help significantly in selecting the proper sequence for constructing a coherent sentence.

**Question:** Rearrange the sentence's parts to create a grammatically correct and coherent sentence.

Time to time, come forward (a)/ India and China have been at loggerheads on (b)/ to assuage the exasperating element of hostility (c)/ political and diplomatic fronts since the inception of the (d)/ latter and both countries have from (e).

BDEAC is the correct rearrangement

Answer: India and China have been at loggerheads on political and diplomatic fronts since the inception of the latter and both countries have from time to time, come forward to assuage the exasperating element of hostility.

**Type 5:**

The set of sentences for each of the five-sentence rearrangement questions will be different from the set of sentences for the other questions.

We'll also be asked to select the correct choice, which will display the correct rearrangement pattern. One sentence will be set in place (the first of the five sentences), and we must choose the option that shows the correct rearranging pattern.

Because the first sentence has already been fixed, the trick with these types of questions is to just match the rearrangement from the possibilities already offered.

As we try to read the sentence for a meaningful paragraph, the possibilities will be removed, and we will be able to locate the correct answer here with maximum precision.

**Question**

- A. The virus has infected more than 60,000 people in China and has been spread to more than 36 countries.



- B. It has precipitated a rush to sanitise public spaces and limit human interaction.
  - C. China is cauterizing and cloistering used banknotes as part of ventures to end the spread of the deadly coronavirus that has killed over 2,000 people.
  - D. China's central bank stated at a press conference.
  - E. Banks sterilize notes with an ultraviolet light or high temperatures, then clinch and hold the currency for seven to 14 days before sending out again, depending on the severity of the outbreak in a given region.
- Q. Which of the following options shows the proper rearrangement to form a coherent paragraph?
- a) CEDAB
  - b) CEABD
  - c) CDAEB
  - d) CDEAB
  - E) CDBEA

**Option A—CEDAB is the correct answer.**

- C. China is cauterizing and cloistering used banknotes as part of ventures to end the spread of the deadly coronavirus that has killed over 2,000 people.
- E. Banks sterilize notes with an ultraviolet light or high temperatures, then clinch and hold the currency for seven to 14 days before sending out again, depending on the severity of the outbreak in a given region.
- D. China's central bank stated at a press conference.

- A. The virus has infected more than 60,000 people in China and has been spread to more than 36 countries.

- B. It has precipitated a rush to sanitise public spaces and limit human interaction.

The above-mentioned trick for finding the last sentence and the first sentence (if some other part of the rearrangement is fixed) may be helpful.

**Type 6:**

This type of sentence rearrangement combines the previously mentioned Type 3 and Type 1 rearrangements.

There will be a group of four sentences that are jumbled or unorganised. In addition, each sentence will be disorganised too.

In addition, each sentence will be disorganised too. First, we'll need to put the parts of each sentence together to make a coherent statement, and then we'll need to make a pair of three sentences that each carry the information from the same segment of the four sentences.

We'll need to rearrange the three sentences (with the same theme) to produce a comprehensible paragraph after rearranging the parts of each sentence and finding the pair of three sentences from the same paragraph. The remaining sentence will be omitted from constructing a paragraph since it does not reflect the theme of the other three sentences.

## PRACTICE QUESTIONS

**Question: Three sentences: A, B, and C are each divided into four parts: 1, 2, 3, and 4. Answer the questions that follow by rearranging the broken parts of each sentence.**

(A) Maybe carrying this toxic plume (1)/ waste mingle with the clean water, each monsoon (2)/ but the pipes coming into some homes run right (3)/ through drains, and on rainy days, filth and (4).

(B) The president was emphatic in exhorting the 89 million (1)/ small, medium-sized firms, helping guarantee jobs for the youth (2)/ that would generate a movement for mass-financing (3)/ strong CPC machines to adopt concrete measures (4).

(C) With toxic chemicals, even persistent organic pollutants and heavy metals (1)/ ten studies by government and nongovernmental (2)/ around the abandoned factory is



contaminated (3)/ agencies show that the soil and groundwater in and (4).

1. Which of the following is the correct sequence of sentence rearrangement (A)?  
**A.** 1234  
**B.** 3421  
**C.** 3214  
**D.** 4312  
**E.** None of the above
  
2. Which of the following is the correct sequence of sentence rearrangement (B)?  
**A.** 4213
  
3. Which of the following is the correct sequence of sentence rearrangement (C)?  
**B.** 4231  
**C.** 3214  
**D.** 1432  
**E.** None of the above

## SOLUTIONS

1. Option (B)—3421 is the correct answer.
2. Option (D)—1432 is the correct answer.
  
3. Option (A)—2431 is the correct answer.



An analogy is something that shows how two things are similar, but the ultimate goal is to make a point about this comparison.

An analogy's purpose is not only to demonstrate but also to explain. As a result, an analogy is more complex than a simile or metaphor. (An analogy can be made using similes or metaphors, but analogies usually include additional information to make their point.)

### Examples of analogies

Some analogies are so useful that they are used in everyday conversation. These are frequently referred to as figures of speech. Each of the following analogies compares two things:

- Leaf: tree: petal: flower

This analogy emphasises the connection between the whole object (a tree and a flower) and its parts (a leaf and a petal). One part of the analogy is left blank, and students must select an answer that makes sense to complete the comparison.

- Hammer : Nail :: Comb:Hair
- White : Black :: Up : Down
- Mansion : Shack :: Yacht : Dinghy
- Short : Light :: Long : Heavy

- Bees : Hive :: Bears : Den
- Speak : Sing :: Walk : Dance
- Chef : Food :: Sculptor : Stone
- Like : Love :: Dislike : Hate
- Clay : Brick :: Glass : Bottle
- Spin : Dizzy :: Jump : Elevate
- Itch : Scratch :: Virus : Cold
- Read : Learn :: Try : Improve
- Funny : Humorous :: Hardworking : Diligent
- Lead : Guide :: Drawing : Illustration
- Night : Day :: Right : Left
- Wet : Dry : Hot : Cold
- Electron : Molecule :: Country : Continent
- Toe : Foot :: Finger : Hand
- Stars : Galaxy :: Molecules : Object
- Broom : Sweep :: Paintbrush : Paint
- Freezer : Freeze :: Towel : Wipe
- Democracy : Equality :: Monarchy : Potentate
- Water : Wet :: Concrete : Hard
- Mountain : Tall :: Desert : Dry
- Sugar : Sweet :: Cheetah : Fast
- Wall : Bricks :: Sonnet : Lines
- Cello : Symphony :: Creek : Forest
- Plane : Hangar :: Surfboard : Beach
- Field : Farm :: Audience : Arena
- Conflict : Story :: Emoji : Texting
- Orange : Fruit :: Hydrogen : Element
- Kangaroo : Marsupial : Dog :: Mammal

### PRACTICE QUESTIONS

**In each of the following questions, find out the alternative which will replace the question mark.**

1. Cup : Lip :: Broom : ?
  - A. Break
  - B. Grass
  - C. Forest
  - D. Hand
2. Flow : River :: Waves : ?
  - A. Rain
  - B. Stream
  - C. Sea
  - D. Canal
3. Kitten : Cat :: Cub : ?
  - A. Lamb
  - B. Elephant
  - C. Horse
  - D. Lion
4. Ornithologist : Bird :: Cardiologist : ?
  - A. Islands
  - B. Mediators
  - C. Heart
  - D. Aquatic



5. Peacock : India :: Kangaroo : ?  
A. Australia  
B. America  
C. Russia  
D. England
6. Conference : Chairman :: Journalism: ?  
A. Reporter  
B. Distributor  
C. Printer  
D. Editor
7. Safe : Secure :: Bolt : ?  
A. Lock  
B. Sure  
C. Guard  
D. Conserve
8. Microphone : Loud :: Microscope : ?  
A. Elongate  
B. Investigate  
C. Magnify  
D. Examine
9. Dawn : Daybreak :: Brook : ?  
A. Broom  
B. Condense  
C. River  
D. Force
10. Meter :: Kilometer :: Cent : ?  
A. Euro  
B. Penny  
C. Pound  
D. Yen

## SOLUTIONS

1. **(D)** Cup is used to drink something with the help of lips. Similarly, broom is used by hand to clean.
2. **(C)** As water of a river flows similarly waves are in the sea.
3. **(D)** Offspring of the following animals: Cat—kitten; Sheep—Lamb; Elephant—Baby elephant/calf; Horse- foal; Lion—Cub.
4. **(C)** As an ornithologist is a specialist of birds, cardiologist is a specialist of heart.
5. **(A)** As peacock is the national bird of India, similarly, kangaroo is the national animal of Australia.
6. **(D)** As Chairman is the highest authority in a conference. Similarly, the highest authority in journalism is an editor.
7. **(A)** Safe and secure have the same meaning. Bolt and lock have the same meaning.
8. **(C)** As Microphone makes the sound louder, microscope makes the object magnified.
9. **(C)** Dawn and daybreak are synonyms. Similarly, brook is synonymous with river.
10. **(A)** Meter is a smaller unit of kilometer. Similarly, cent is a smaller unit of euro.



Contrary to popular belief, critical reasoning is one of the most uncomplicated subjects in the GATE syllabus. It does not require maximum effort of the part of a candidate as compared to subjects like mathematics, etc. One can very easily solve critical reasoning questions with the help of common sense, lack of bias, and a little bit of practice.

The following steps are required to answer Critical Reasoning questions:

- Accuracy, precision, and discernment in language comprehension and use.
- Recognising implicit assumptions and values and using relevant information from the facts of the case.
- Interpreting data, assessing evidence, and weighing arguments.
- Determining whether logical relationships exist (or do not exist) between propositions.
- Making inferences and judgements based on your findings.

The process of judging a given statement and assuming the most feasible sentence among a set of assumptions is referred to as ‘statement and assumptions’. In most cases, two assumptions are given. Depending on the provided statement, one or more assumptions may become reasonable. Here, an assumption can be described as a thought or an idea that is assumed to be true to arrive at a stated conclusion, but does not have any supporting evidence in the premises. To put it another way, it’s an inferred premise from which the conclusion is derived. When we examine assumptions, we discover that when someone says or writes something, he doesn’t quite put everything into words and leaves some bits unsaid or unwritten. Why does he do this? He does so because he assumes that the unsaid part will be understood without saying anything and there is no need to put it into words. Hence,

close reading and rational evaluation of a given sentence are necessary.

### Tips and Tricks

- Don’t look for absolute or flawless solutions. There will often be exceptions to the correct answer. Accept it as it is. Mark a certain choice as the correct answer if you believe it would be agreeable to a majority of individuals with reasonable standards.
- Consider things from the perspective of the examiner. Try guessing the correct answer without even reading the question. This will be possible after attempting a good number of practice questions. So keep practising!
- Common sense varies from person to person. So, avoid marking your response solely on the basis of your own common sense as it might differ from the examiner’s point of view.
- While marking the correct answer, keep your biases hidden.
- Do not make the assertions too logical. Analyse the facts provided, and make only assumptions based on the data provided given in the statement. Don’t make things too complex for yourself.
- An assumption does not follow if it directly opposes the given statement.
- If you can’t figure out the answer, use the elimination approach. When you read the statement in the question and then the given assumptions in the alternatives, you’ll find that some of them are definitely not going to occur. Eliminating them and then selecting from a smaller pool of possibilities may be more efficient for a candidate.



Let's look at the following *example* and see how to approach such questions in the right manner:

**Statement:** A vital role is played by the philosophers in shaping society's intellect.

**Assumption (i):** Philosophers are essential for people's intellectual growth.

(Incorrect—rephrasing a statement doesn't quite make it an assumption)

**Assumption (ii):** Society requires intellectual growth.

(Incorrect—An irrelevant remark that contradicts the conclusion is not an assumption.)

**Assumption (iii):** Society's intellectual progress may not occur at all.

(Incorrect—An argument that contradicts the statement cannot be an assumption.)

**Assumption (iv):** Society trusts what philosophers say.

(Correct—The Conclusion is acknowledged and verified by the assumption)

In the following 'examples', each of the given questions consists of one statement followed by two assumptions. You need to choose which of the two (if any) is implicit and can be followed.

**Example 1. Statement:** From January 1, 2016, telecom carriers must use TRAI mode to compensate for missed calls.

**Assumptions:**

- (i) The faith and confidence of TRAI's telecom subscribers will grow.
- (ii) In the future, there will be no frauds.
  - A. Only (i) is implicit.
  - B. Only (ii) is implicit.
  - C. Neither (i) nor (ii) is implicit.
  - D. Both (i) and (ii) are implicit.

**Answer: A**

**Explanation:** There can be no assurance that a scam will not occur in the future. As a result, assumption (ii) is not implicit.

**Example 2. Statement:** "Unfortunately, the court is unable to answer all questions.

However, it appears that the public is resorting to the Supreme Court as a last choice, fed up with an inert Executive.

**Assumptions:**

- (i) The Supreme Court is superior to the Executive Branch.
- (ii) The Supreme Court is more committed than the Executive Branch.
- (iii) The Executive branch lacks sufficient authority.
  - A. (i) and (ii) are implicit.
  - B. (ii) and (iii) are implicit.
  - C. (i) and (iii) are implicit.
  - D. Only (ii) is implicit.

**Answer: C**

**Explanation:** Just because the public is resorting to the Supreme Court as their last choice does not imply that it is more active than the Executive. So, (ii) is not implied. (i) and (iii) can be drawn from the statement given. Hence, (i) and (iii) are implicit.

**Example 3. Statement:** People's entertainment has grown inextricably linked to films.

**Assumptions:**

- (i) Film is the only form of entertainment available.
- (ii) Films are popular.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: B**

**Explanation:** The fact that movies are necessary does not imply that they are the only source of entertainment. As a result, (i) is not implied. (ii) is unmistakably implied by the statement. As a result, it is assumed.

**Example 4. Statement:** One should put his child in school by the age of 3.

**Assumptions:**

- (i) A three-year-old toddler is still not prepared to learn.



- (ii) If a person does so, his child's academic performance will improve.
- Only (i) follows.
  - Only (ii) follows.
  - Neither (i) nor (ii) follows.
  - Both (i) and (ii) follow.

Answer: C

**Explanation:** As per the given statement, one should enrol his child in school by the age of 3, but no information is provided as to whether the child is prepared to learn or whether doing so will help the child succeed in school. Therefore, neither (i) nor (ii) is implicit.

**Example 5. Statement:** “Smoking is injurious to health and can cause lung cancer. Hence, it should be avoided at all costs.”—Head of Oncology Department.

#### Assumptions:

- There are many other reasons responsible for cancer other than smoking.
  - Only oncologists recognise that lung cancer is caused solely by smoking.
- Only (i) follows.
  - Only (ii) follows.
  - Neither (i) nor (ii) follows.
  - Both (i) and (ii) follow.

Answer: C

**Explanation:** The speaker shows no interest in other causes of lung cancer, so assumption (i) is not implicit. Because it is a doctor's recommendation, we can assume that doctors were aware that smoking is harmful to one's health. However, it is not intended that only oncologists are aware that smoking causes lung cancer. Therefore, (ii) is also not implicit.

### Practice Questions

**Directions: A statement is presented in each of the questions below, followed by two or more assumptions. You must assume that everything in the statement is accurate based on the information provided and then determine which of the offered assumptions are implicit and can be followed.**

**1. Statement:** Why don't you invite George to your son's birthday party this year?

#### Assumptions:

- George does not live in the same city.
  - George will only attend the birthday party if he is invited.
- Only (i) follows.
  - Only (ii) follows.
  - Neither (i) nor (ii) follows.
  - Both (i) and (ii) follow.

**Answer: B**

**Explanation:** The statement makes no mention of George's residence. As a result, (i) is not implied. Assumption (ii) is implicit because it follows quite directly from the statement given in the question.

**2. Statement:** “We must provide transportation allowance to our staff in order to improve tardiness in our office” — the personnel manager of a company suggests to the CEO.

#### Assumptions:

- Tardiness will not be improved by a transportation allowance.
  - Discipline should always be rewarded.
- Only (i) follows.
  - Only (ii) follows.
  - Neither (i) nor (ii) follows.
  - Both (i) and (ii) follow.

**Answer: B**

**Explanation:** Assumption (i) contradicts the statement. As a result, it is not implied. The allowance will serve as a motivator for employees to arrive on time. Hence, (ii) is implicit.

**3. Statement:** “You may refer to the book by Mary J. in case you face any difficulty in the subject.”—the teacher says to the students.

#### Assumptions:

- Mary J.'s book is accessible to the students.



- (ii) No other book is available on the subject.
- A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** The book's availability is implied by the teacher's suggestion. As a result, (i) is implied. Furthermore, while the book has been praised, this does not rule out the possibility of additional works on the subject. As a result, (ii) isn't true.

- 4. Statement:** Any country's economic prosperity is determined by the quality of its human resources.

**Assumptions:**

- (i) It is every country's dream to achieve economic prosperity.
  - (ii) Measuring the quality of a country's human resources is possible.
- A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: B**

**Explanation:** The statement does not address the status of economic prosperity as a national aim. As a result, (i) is not implied. (ii) is implied because it follows directly from the statement.

- 5. Statement:** The current state of education is a disaster, and the country is on the verge of collapse.

**Assumptions:**

- (i) For the country's well-being, a quality education system is necessary.
  - (ii) For the country's well-being, a quality education is sufficient.
- A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** Evidently, the statement refers to the country's decline as a result of the disruption of the educational system. As a result, (i) is implied. However, this does not imply that education alone is adequate and that no other element is responsible for the nation's well-being. As a result, (ii) is not implied.

- 6. Statement:** "Please make sure that you study for the test." — P tells Q.

**Assumptions:**

- (i) Q will give heed to P's advice.
  - (ii) Q will not give heed to P's advice.
- A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** When P tells Q to study for the test, he is just assuming that Q will follow P's advice; otherwise, he would not have advised Q in the first place. As a result, (i) is a reasonable assumption. Similarly, he would not have expected that Q would disregard his advice, as he would not have advised Q in such a case. As a result, (ii) is not implied.

- 7. Statement:** What an idiot I am to put my trust in a liar like Asha!

**Assumptions:**

- (i) Asha is untrustworthy.
  - (ii) I am an idiot.
- A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** Because one is condemned to rely on Asha, (i) is implied. It was a mistake to rely on Asha, according to the statement. Hence, the individual is a fool and as a result, (ii) is implicit.

- 8. Statement:** Global market trends are constantly changing, and as competition grows, consumers' demands for lower



prices and higher quality are constantly rising.

**Assumptions:**

- (i) Previously, consumers were unconcerned with quality and price.
- (ii) Consumers do not benefit from market competitiveness.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** Consumer demands are referred to in the statement as 'growing.' This isn't to say that customers were previously unconcerned about pricing or quality. As a result, (i) isn't true. Furthermore, the statement states that rising competition has provided customers with a wider range of options, prompting them to compare and select the option that best meets their needs and budget. As a result, they get more 'value for the money.' As a result, (ii) isn't implicit.

**9. Statement:** In light of the institute's new financial priorities, no budgetary provision for the appointment of additional staff will be made.

**Assumptions:**

- (i) Funds are necessary for appointing additional staff.
- (ii) Other than staff appointments, there are certain areas that require extra financial resources.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** (i) is implied by the phrase 'budgetary provision for the recruitment of additional staff.' In addition, because no budgetary provision was made for staff appointments due to a shift in financial

priorities, several additional concerns will require extra financial attention. As a result, (ii) is also implied.

**10. Statement:** Asin applied for a loan of Rs.3,00,000 from the bank, mortgaging her home, and promising to repay it within seven years.

**Assumptions:**

- (i) A house is accepted as collateral for such loans by the bank.
- (ii) The bank has a policy of approving loans of Rs. 2,00,000 and up.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** (i) is implicit because it follows straight from the statement. Whereas because Asin has filed for a loan of Rs. 3,00,000, the bank is able to grant a loan of more than Rs. 2,00,000. As a result, (ii) is implied

**11. Statement:** The bus drivers' union has declared an indefinite strike in protest of the recent hike in the road tax.

**Assumptions:**

- (i) The strike will aid the bus drivers' union's case.
- (ii) The administration may change its mind about raising the tax.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** The sole purpose of the strike mentioned in the statement is to compel the administration to take back the decision of raising road taxes. As a result, both (i) and (ii) are implicit.

**12. Statement:** Whoever emerges from prayer a better man, has had his prayers answered.

**Assumptions:**

- (i) All of our sins are expiated via prayer.
- (ii) A man's compassion is enhanced by prayer.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** Prayer does not always make man humane, as evidenced by the fact that only those who improve by praying are answered to. As a result, (i) is not implied. There is no discussion of the effectiveness of prayer. As a result, (ii) isn't implied.

**13. Statement:** Increased industrial and vehicular pollution have accompanied India's economic expansion.

**Assumptions:**

- (i) In today's modern society, pollution is inescapable.
- (ii) India's economic growth is solely driven by industrial expansion.
- (iii) Economic expansion with controlled adverse effects is what a country desires.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Only (iii) follows.
  - D. Only (i) and (iii) follow.

**Answer: D**

**Explanation:** India had to pay the price of higher pollution levels in order to achieve economic progress, as given in the statement. As a result, (i) and (iii) are both implied. This does not, however, imply that India's economic development is solely due to industrialisation. As a result, (ii) isn't true.

**14. Statement:** "To improve our examinations for admission to engineering schools, we must incorporate subjective type testing."  
— The Chairperson of the Admission Committee suggests the Committee.

**Assumptions:**

- (i) The Admissions Committee is thinking about improving the admission process.
- (ii) Currently, admission is conducted only on the basis of an interview.
- (iii) The Chairperson himself is an engineering graduate.
  - A. Only (i) follows.
  - B. Only (ii) and (iii) follow.
  - C. Only (i) and (ii) follow.
  - D. None follows.

**Answer: A**

**Explanation:** Neither (ii) nor (iii) is implied as the statement makes no mention of the current admission system or the Chairman's qualification. (i) follows immediately from the statement and as a result, is implied.

**15. Statement:** The S&S Corporation has just introduced a series of bonuses for timely and conscientious professionals.

**Assumptions:**

- (i) As a result, the company's productivity may rise.
- (ii) The company's profit may be more than the amount to be spent on bonuses.
- (iii) Those who are currently not attentive may very well be encouraged by the announcement.
  - A. Only (i) and (iii) follow.
  - B. Only (ii) and (iii) follow.
  - C. Only (i) follows.
  - D. All follow.

**Answer: A**

**Explanation:** Announcement of bonuses for timely and conscientious professionals will undoubtedly encourage more colleagues to be punctual, resulting in increased efficiency. As a result, (i) and (iii) are both implied. The statement, on the other hand, contains no information on the company's earnings. As a result, (ii) is not implied.



**16. Statement:** “The easiest and most budget-friendly approach to update your lifestyle — Exchange your old electronic equipment for new electronics and save 30% to 55% on the new items.” — An electronic company’s advertisement.

**Assumptions:**

- (i) Electronic items are no longer in demand unless they come with a compelling promotional scheme.
- (ii) Most customers are always looking for the greatest quality and are unconcerned about price or accessibility.
- (iii) Many customers prefer to keep their electronics fully updated to keep up with the latest technology at a minimal cost and with minimal effort.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Only (iii) follows.
  - D. Only (i) and (ii) follow.

**Answer: C**

**Explanation:** The presence of an exchange offer in marketing does not mean that there is no demand for electronic devices without one. As a result, (i) is not implied. Because both ‘easiest’ and ‘most budget-friendly’ are highlighted in the commercial, (ii) is not implied. Customers can also buy new digital products at a discounted price without having to dispose of their old ones, according to the advertising. As a result, only (iii) is implied.

**17. Statement:** The powdered donuts from ‘Le Beignet’ are far superior to those of the other big famous donut chains. Isn’t it obvious that the size of the store makes little difference when it comes to the quality of the donuts served?

**Assumptions:**

- (i) Le Beignet is smaller in size than the other donut chains.
- (ii) Powdered donuts are a true representation of the donuts sold at any given donut franchise.

- (iii) The smaller the donut chain, the higher the quality of the donuts supplied in that specific donut chain.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Only (i) and (ii) follow.
  - D. All (i), (ii), and (iii) follow.

**Answer: C**

**Explanation:** (i) is inferred from the first statement (other big famous donut chains). Using the example of powdered donuts, the author has broadened his statement. As a result, he implies that the same is a good representation of the donuts provided in well-known donut chains. Hence, (ii) is implicit. Because the author claims that the size of the donut shop has little bearing on the quality of the donuts, (iii) is not implied.

**18. Statement:** A number of air-conditioned buses have been installed by the public transport corporation on several routes in the city, in an effort to entice people who drive to work and thereby minimise traffic jams on the roads.

**Assumptions:**

- (i) A vast majority of individuals may continue to prefer driving to work.
- (ii) Several individuals may then choose to take these buses to and from work.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: B**

**Explanation:** It is implausible to believe that a ‘vast majority’ of people still want to drive their own cars. Hence, (i) is not a valid assumption. (ii) is correct since it implies that the public transportation corporation has installed air-conditioned buses to entice car users, with the primary goal being to encourage people to take the bus instead of driving. As a result, it is reasonable to suppose that many car owners will now prefer to take the bus.



**19. Statement:** According to a notice posted at the entrance of the Drushti Cooperative Housing Society, no salespeople are allowed to enter the property.

**Assumptions:**

- (i) All salespeople will avoid entering the society.
- (ii) The security staff stationed at the gate might be able to prevent salespeople from accessing the property.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** Since both assumptions are implied by the provided statement, both (i) and (ii) are implicit.

**20. Statement:** “One can easily go to Sri Lanka through air or water.”—Aman tells Swati.

**Assumptions:**

- (i) Swati is planning to travel to Sri Lanka.
- (ii) Aman likes to give people advice about travelling.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** The statement does not mention anything about Swati’s plans to travel anywhere. As a result, (i) is not implicit. Similarly, assumption (ii) may also not be a fact as the given statement tells nothing about Aman’s nature. Hence, neither (i) nor (ii) follows.

**21. Statement:** Even if a novice does not have any access to a tutor, he can study history with this book.

**Assumptions:**

- (i) A novice aspires to learn history without the help of a tutor.
- (ii) A history tutor may not always be accessible.

- (iii) It is difficult for a novice to understand history by himself without a tutor.
  - A. Only (i) and (ii) follow.
  - B. Only (ii) and (iii) follow.
  - C. Only (i) and (iii) follow.
  - D. All (i), (ii), and (iii) follow.

**Answer: B**

**Explanation:** The statement is obviously intended to emphasise the book’s utility. The aspirations of a novice are not mentioned. As a result, (i) isn’t true. The book is also meant to serve as a guide when a tutor is unavailable. As a result, both (ii) and (iii) are true.

**22. Statement:** If it rains excessively, Udit’s father advised him to take a taxi back home.

**Assumptions:**

- (i) If it rains excessively, Udit may be unable to make a decision.
- (ii) Even when it is raining outdoors, taxis are available.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: B**

**Explanation:** Udit’s father has given him this advice out of concern and love for his child, not because Udit would be unable to make his own decision. As a result, (i) isn’t implied. In addition, Udit’s father advises him to take a cab home if it is raining badly, implying that taxis are available even when it is pouring. Therefore, (ii) is implicit.

**23. Statement:** “On Anuj and Anita’s anniversary, I would like to give them a book about Reiki and meditation practices.”—Shubham tells Gauri.

**Assumptions:**

- (i) Anuj and Anita will invite Shubham to their wedding anniversary celebrations.
- (ii) The couple to whom the book will be given is under a great deal of stress



- in their personal lives and is not experiencing ideal emotional stability.
- (iii) A book can be considered an acceptable present to give someone on their anniversary.
- A. Only (i) and (ii) follow.
  - B. Only (ii) and (iii) follow.
  - C. Only (i) and (iii) follow.
  - D. All (i), (ii), and (iii) follow

**Answer: C**

**Explanation:** Shubham's decision to give Anuj and Anita a book on their anniversary implies that he will be welcomed by the couple and that a book will suffice as a present. As a result, (i) and (iii) are both implied. Nothing can be inferred about the couple's mental health from the statement. As a result, (ii) is not implied.

**24. Statement:** These mangoes are far too inexpensive to be of decent quality.

**Assumptions:**

- (i) Whenever the mango harvest is plentiful, prices drop.
  - (ii) If a product has a very low selling price, there is a sure-shot guarantee of its quality not being decent enough.
  - (iii) Mangoes that are quite inexpensive are also delicious.
- A. Only (i) and (iii) follow,
  - B. Only (ii) follows,
  - C. Only (ii) and (iii) follow,
  - D. None follows,

**Answer: B**

**Explanation:** The mangoes are said to be so inexpensive that they cannot possibly be of decent quality. This means that good mangoes will never be too cheap, and very cheap mangoes will never be good. As a result, neither (i) nor (iii) is implied. The statement that mangoes are of questionable quality because they are inexpensive leads to assumption (ii). Therefore, it is implicit.

**25. Statement:** Sumedh chose to make a train reservation in November for a trip to Kolkata in February.

**Assumptions:**

- (i) Reservations are taken three months in advance on the railway.
  - (ii) There are several trains that run to Kolkata from the city in which Sumedh lives.
  - (iii) There will be a vacancy in the class that Sumedh desires to travel in.
- A. Only (i) follow.
  - B. Only (ii) and (iii) follow.
  - C. Only (i) and (iii) follow.
  - D. All (i), (ii), and (iii) follow.

**Answer: A**

**Explanation:** Sumedh makes the reservation in November for a February trip, therefore (i) is clearly implied. The number of trains to Kolkata or the number of vacancies in various classes cannot be calculated from the available information. As a result, neither (ii) nor (iii) can be assumed.





Almost all engineering entrance examinations have questions on the topic ‘Statement and Conclusion’ in the Reasoning section of the question paper. If a person is able to understand the right approach to answer these questions, it can be a very high-scoring topic.

In this topic, a statement will be provided, followed by a set of conclusions, where a statement is a set of words combined together to make a complete sentence and a conclusion is an opinion made or a result obtained upon analysis of the provided information. You must select the conclusion that most logically follows the statement. Sometimes the candidate can deduce the conclusions simply by reading the sentence, and other times the candidate must analyse it in order to deduce the indirect conclusion. Any of the conclusions may be followed at times, and all of them may be followed at other times. It is also possible that either one or none of them will follow. To arrive at the correct conclusion, the candidate’s cognitive power is required to analyse the statements. This reasoning portion covers a variety of problems, including one statement with two conclusions, several statements with multiple conclusions, and so on.

Understanding some common words, referred to as keywords, is one of the most significant components of analysing statements and concluding reasoning. The most important application of keywords is to differentiate between statements that are definitely true, possibly true, and definitely untrue. Verbs, adverbs, adjectives, and conjunctions included in the statement can be considered as the basic keywords that often convey important information about the quantity as well as the quality of the statement. None, some, must, sometimes, always, never, only, and so on are some examples.

Let us take the help of the given *example* below to understand the concept better.

**Statement:** India is often called the land of festivals.

**Conclusion:**

- (i) Every Indian should engage in a variety of festivities.
- (ii) Various festivals are celebrated in every country.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Solution:** Although the statement claims that India is known as the ‘land of festivals,’ it does not highlight the necessity for each and every Indian to engage in a range of celebrations. Furthermore, the statement only contains information about one country. Both conclusions are meaningless because they are unrelated to the statement. As a result, neither conclusion (i) nor (ii) can be drawn.

### WHAT IS A CONCLUSION?

The term ‘conclusion’ means a decision or verdict reached after a period of deliberation or inquiry into particular facts or a statement made by someone. Before arriving at the end outcome or conclusion of a given premise, a consequent effect must always be considered. This necessitates a methodical and logical approach.

There are two types of conclusions:

- **Direct Conclusion:** Certain conclusions can be drawn straight from the provided statement. All you have to do is pay attention when reading them. Direct conclusion statements are what these statements are referred to as. Let us look at a few examples to help you grasp it better.



**Statement:** Stuti is the only daughter of Anil and Sudha.

**Conclusions:**

- (i) Stuti has a brother.
- (ii) Anil and Sudha have one daughter.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: B**

**Explanation:** Take a look at the statement that states that Stuti is her parents' only daughter. This indicates that she does not have any sisters. As a result, the direct conclusion is (ii). On the other hand, we have no information regarding Stuti's brother. As a result, (i) may or may not be correct. As a result, option B is the correct response.

**Statement:** Sudip was insulted in front of the entire staff by the organisation's Senior Director.

**Conclusions:**

- (i) Sudip acted inappropriately in front of the Senior Director.
- (ii) Sudip was despised by the Senior Director.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** We cannot conclude that the Senior Director did not like Sudip or that he misbehaved with him because the statement does not specify why he was offended. As a result, neither conclusion (i) nor (ii) follows the statement.

- **Indirect Conclusion:** The candidate is expected to comprehend the given statement, and then evaluate the conclusion based on how well it matches the given statement. To tackle these kinds of questions, thorough reading and a

rational approach is required. Let us look at a few examples to help you grasp it better.

**Statement:** It has been decided by the panel of IPJ University to only shortlist individuals who have a career average of at least 70%. Himadri received 56% in 10th grade, 75% in 12th grade, and graduated with a percentage of 82%.

**Conclusions:**

- (i) Himadri has the required academic record and will be shortlisted.
- (ii) Himadri does not have the required academic record and will not be shortlisted.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: B**

**Explanation:** We must carefully reach a conclusion in this case. Himadri received over 70% in both graduation and 12th grade. Her tenth percentage, however, does not exceed 70%. As a result, she will not be considered for admission to the mentioned university. We arrived at this conclusion in a roundabout manner, but as you can see, it is not that difficult.

**Statement:** The profits of firm X in 2018 were Rs. 7,50,000. It had a profit of Rs. 10,00,000 in 2019. In 2020, the firm lost all the profits that it earned in both the years 2018 and 2019.

**Conclusions:**

- (i) Company X made a total profit of Rs. 17,50,000 in 2018 and 2019.
- (ii) In the year 2020, Company X lost Rs. 12,00,000.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** According to the statement, the company made a profit of Rs. 17,50,000



(7,50,000+10,00,000) in 2018 and 2019. In 2020, the company lost the same amount. As a result, the statement is followed by only conclusion (i). Candidates' most common mistake while solving statement-conclusion questions is to assume

### Tips and Tricks

- Outside of the given statement, don't make any assumptions. That is, if we come across a statement like 'Daffodils are better than roses.' and one of the conclusions is 'Roses are better than sunflowers,' we cannot assume the same, even if we believe that it is true. This is due to the fact that the given sentence has no information about roses. As a result, we cannot take it as a truthful statement.
- Try not to judge a statement or a set of statements based on how long and incomprehensible they are. Before you get to a conclusion, be sure you read the statement thoroughly.
- When dealing with this type of topic, we must assume that everything stated in the statement is correct. For example, if the statement states, 'The Sun rises in the West and sets in the East,' this is the correct statement for us.
- Analyse the statement carefully for keywords that appear in both the statement and the conclusions.
- If a statement is formed by two or maybe more sentences, the sentences must be connected and mutually contradictory.
- If the statement allows for more than one conclusion, aspirants must make sure that the conclusions they choose are interrelated.
- Negative marking causes candidates to lose a lot of points in such questions. Therefore, avoid guessing the answers in this topic.

things while answering a question, which leads to them marking the wrong alternative as a conclusion for the provided statement.

In the following 'examples', each of the given questions consists of one statement followed by two conclusions. You have to decide which one of them, if any, can be followed.

**Example 1. Statement:** It is beneficial to one's health to drink warm water first thing in the morning.

#### Conclusions:

- (i) In the morning, everyone who is healthy drinks a glass of warm water.
- (ii) It is not a good idea to drink warm water late at night.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

#### Answer: C

**Explanation:** The statement claims that drinking warm water first thing in the morning is beneficial to one's health. This does not, however, imply that all healthy people drink warm water first thing in the morning. As a result, (i) is not true. In addition, the statement makes no mention of drinking warm water late at night. As a result, (ii) is also untrue.

**Example 2. Statement:** Drinking is one of those personal weaknesses that tend to push an alcoholic's willpower to the limit.

#### Conclusions:

- (i) Even if alcoholic wishes to stop drinking, it is extremely difficult for him to do it.
- (ii) Other weaknesses also exist in humans.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

#### Answer: D

**Explanation:** According to the statement, quitting drinking requires a lot of willpower



and is therefore quite difficult. So, (i) follows. It is also stated that drinking is one of the personal weaknesses. This implies that there are other flaws too that exist in a human being. Therefore, (ii) follows too.

**Example 3. Statement:** Mansi won an art competition held at the national level.

**Conclusions:**

- (i) Mansi is the greatest artist on the planet.
- (ii) Mansi is also a very good mathematician.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** Winning a national painting competition does not imply that she is the greatest artist in the world, nor does the statement reveal anything about her mathematical abilities. So, neither (i) nor (ii) follows.

**Example 4. Statement:** A group of friends, Amalika, Anu, Ayushi, Likhita, and Srushti plan a social service campaign to benefit an NGO. They have the assistance of a few relatives and co-workers. They raise Rs. 50,000 in order to assist the NGO.

**Conclusions:**

- (i) The five women like working on social concerns on occasion.
- (ii) The five women are not social workers.
  - A. Only (i) follows.

- B. Only (ii) follows.
- C. Neither (i) nor (ii) follows.
- D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** It is likely that the five friends are social workers who volunteer on a regular basis, or that they contribute to such organisations on occasion. Therefore, only (i) follows but (ii) does not.

**Example 5. Statement:** By the end of the year, AS Industries has decided to acquire RM Industries.

**Conclusions:**

- (i) By taking over RM Industries, AS Industries will benefit.
- (ii) AS Industries has performed much better than RM Industries.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** Both conclusions are valid since AS Industries seeks to enrich itself by acquiring the other firm, and it is able to do so because it is more successful than RM Industries. Therefore, both (i) and (ii) follow.

Candidates should solve more and more relevant questions on the statement-conclusion topic to better comprehend the concept. This will not only make the topic more relatable to the aspirant, but it will also assist them in immediately determining the conclusions for the statements.

## PRACTICE QUESTIONS

**Directions:** A statement is presented in each of the questions below, followed by two or more conclusions. You must assume that everything in the statement is accurately based on the information provided in the statement, and then determine which of the offered

conclusions logically follow the data given in the statement beyond a reasonable doubt.

1. **Statement:** Mr. Agarwal is one of the likely contenders for the post of Vice-Chancellor of R.J.P.V. Institute.



**Conclusions:**

- (i) R.J.P.V. Institute will appoint Mr. Agarwal as its Vice-Chancellor.
- (ii) R.J.P.V. Institute will not appoint Mr. Agarwal as its Vice-Chancellor.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** The fact that Mr. Agarwal is a likely contender for being the Vice-Chancellor of the institute, does not guarantee his appointment. So, neither (i) or (ii) follows.

- 2. Statement:** In politics, money is crucially significant.

**Conclusions:**

- (i) Politics is open to all wealthy men.
- (ii) It is impossible for the poor to become politicians.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** The statement does not mention the poor or the wealthy, but rather the influence of money in politics. Therefore, neither (i) nor (ii) follows.

- 3. Statement:** In the modern world, it is practically impossible to thrive and succeed without abandoning human values.

**Conclusions:**

- (i) Human values are inapplicable in everyday life.
- (ii) Some concepts are valued by society, yet they may not be sustained.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** (i) Directly follows from the given statement. However, (ii) is ambiguous and hence, does not follow.

- 4. Statement:** The Indian Cricket Team scored a total of 260 runs in a one-day cricket match. Pace bowlers accounted for 182 of the total runs.

**Conclusions:**

- (i) The pace bowlers make up 70% of the squad.
- (ii) Pace bowlers were the opening batsmen.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** Pace bowlers were responsible for 70% of the total runs, according to the statement. As a result, (i) does not follow. The statement makes no reference to the opening batsmen. Hence, (ii) does not follow either.

- 5. Statement:** In the market, gold prices are skyrocketing these days.

**Conclusions:**

- (i) Gold is becoming an extremely scarce commodity.
- (ii) People are unable to purchase gold.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** The statement does not address the availability of gold. So, (i) does not follow. Also, (ii) is not directly related to the given statement and so it also does not follow.

- 6. Statement:** Only good dancers are invited to the event. No one can dance well without a flexible body.

**Conclusions:**

- (i) Those dancers who do not have a flexible body are not invited to the event.
- (ii) All invited dancers in the event have a flexible body.



- A. Only (i) follows.
- B. Only (ii) follows.
- C. Neither (i) nor (ii) follows.
- D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** A good dancer always has a flexible body, according to the statement, and only good dancers are invited to the event. This suggests that only good dancers who have a flexible body are invited to the event, and other dancers are not. As a result, both (i) and (ii) follow.

**7. Statement:** In urban areas, the average number of people per household is 4.1, whereas in rural areas, it is 4.5. Whereas, the national average is 4.3.

**Conclusions:**

- (i) Rural areas have a higher population density per unit area than urban ones.
- (ii) In rural areas, there are more people living in a single household than in urban areas.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: B**

**Explanation:** The statement refers to the population per household rather than the population per unit area. As a result, only (ii) follows, but (i) does not.

**8. Statement:** Both a church and a mosque are houses of worship.

**Conclusions:**

- (i) Christians and Muslims both pray at the same place.
- (ii) Every mosque is a church.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** Churches and mosques may or may not intersect. Furthermore, no information regarding Muslims or Christians is provided. As a result, the conclusion is reached. Hence, neither (i) nor (ii) follows.

**9. Statement:** “Values, morality, and inner peace are all necessary for a meaningful existence,” Ram says.

**Conclusions:**

- (i) Ram feels that a beautiful life requires each of these qualities: values, morality, and inner peace.
- (ii) Ram thinks that an individual who is materialistic cannot live a meaningful life.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** (i) Follows directly from the statement. (ii) Follows since materialism is often anti-value and integrity. So, both the conclusions follow.

**10. Statement:** The students of Mrs. Sharma’s class have a high probability of passing their finals.

**Conclusions:**

- (i) Mrs. Sharma thoroughly covered the entire curriculum.
- (ii) Mrs. Sharma has bright students in her class.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** Only if the teacher has properly covered the curriculum, will the students have a high chance of passing the examination. However, in order for the statement to be true, this assumption must be true (and is not a conclusion). As a result, conclusion (i) is invalid.



(ii) is equally invalid because the referred-to students are not described properly.

**11. Statement:** Nowadays, parents are willing to pay whatever it takes to provide their children with an excellent education.

**Conclusions:**

- (i) Parents are passionate about their children's optimal development through quality education.
- (ii) These days, all parents are wealthy.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** We can conclude from the given statement that because parents want their children to develop perfectly through quality schooling, they are willing to spend any price for a decent education, but the statement does not create the impression that the parents are wealthy. As a result, (i) follows but (ii) does not.

**12. Statement:** Because of mainline repairs, water supplies in zones 1 and 4 of the city will be cut by around 40% on Wednesday.

**Conclusions:**

- (i) On Wednesday, residents in these areas should reduce water consumption.
- (ii) On the preceding day, residents in these zones should preserve some water to use the next day.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** Since there is going to be a reduction in the water supply, it will be a wise decision to conserve water the previous day and reduce the water consumption on Wednesday, in order to not face a shortage. Hence, both (i) and (ii) follow.

**13. Statement:** Mutual funds are subject to market risk. Before you invest, talk to your financial counsellor or agent.

**Conclusions:**

- (i) The market risk is precisely calculated by the financial advisor.
- (ii) It is not advisable to invest in mutual funds.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** Because the statement recommends consulting an investment professional before making a decision, (i) follows. Mutual fund investing involves some risk. This is not to say that mutual funds are not worth investing in. As a result, (ii) does not follow.

**14. Statement:** Because Bhopal has a smaller population, it is a safer city to reside in.

**Conclusions:**

- (i) The number of crimes in Bhopal is lower than in Delhi.
- (ii) It is preferable to reside in a city with fewer residents.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** Both conclusions are illogical. In the first conclusion, there is no information in the statement about crime rates in Delhi; therefore, conclusion (i) does not follow. Similarly, the statement in the second conclusion is actually a premise upon which the argument statement is built. It is not a conclusion that follows from the given statement; therefore, conclusion (ii) does not follow.

**15. Statement:** Everyone who is well-organised makes time for rest. Simran, despite her hectic schedule, finds time to relax.

**Conclusions:**

- (i) Simran is a well-organised individual.
- (ii) Simran is a diligent worker.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** Simran's schedule is jam-packed. This indicates that she is a hard worker. Nonetheless, she finds time to rest. This indicates that she is a very well-organised individual. As a result, both conclusions (i) and (ii) are valid.

**16. Statement:** Manu abused Khushi, so she slapped him in front of everyone.

**Conclusions:**

- (i) Manu has acted inappropriately with Khushi.
- (ii) Manu and Khushi are bitter rivals.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** Manu publicly humiliated Khushi, as stated in the statement above, and as a result, she slapped him. The fact that Manu and Khushi are adversaries is not implied anywhere in the preceding statement. Therefore, the statement is followed by only conclusion (i) but not (ii).

**17. Statement:** The market price of silver is increasing every day.

**Conclusions:**

- (i) Finding silver shops in the market has gotten more difficult.
- (ii) Nowadays, no one wears silver.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** Silver prices are not rising as a result of either of the two statements. As a result, they cannot be inferred from the statement. Therefore, neither (i) nor (ii) follows.

**18. Statement:** In the coming years, many developing nations will face overpopulation combined with resource scarcity.

**Conclusions:**

- (i) In the foreseeable future, the population of developing nations will not keep growing.
- (ii) Governments in developing nations will have a hard time providing good living conditions for their citizens.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: B**

**Explanation:** The fact presented in (i) is completely contradictory to the statement made. As a result, (i) is not following. Conclusion (ii) addresses the situation discussed in the statement and its immediate implications. Hence, (ii) follows.

**19. Statement:** All major footwear brands will be on sale at a shopping mall. The discount will run for a week and will include all products in the store. Customers who can present their membership cards will receive an extra 25% discount on all the items.

**Conclusions:**

- (i) The sale is open to everyone, not just members.
- (ii) There is a sale in the grocery section as well.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** Conclusion (i) follows because anybody can come in and shop; members can



only get a special discount. Conclusion (ii) does not follow because the statement clearly specifies that the offer is only on footwear brands and not groceries.

**20. Statement:** Students will be able to opt out of Mathematics and Computer for their school-leaving certificate exams commencing in the next academic year.

**Conclusions:**

- (i) Students who do not possess strong math or computer skills will also be given a fair chance to succeed.
- (ii) Students previously had no option, but to take these subjects if they wanted to continue their studies.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** Because the new approach allows students to skip Mathematics and Computer, students who are poor in these courses can still be admitted. As a result, conclusion (i) follows. It is also stated that the new system will be implemented from the next academic session. This indicates that it did not previously exist. Therefore, conclusion (ii) also follows.

**21. Statement:** Company ABC has been fully committed to efficiently use, save, and manage energy for more than two decades.

**Conclusions:**

- (i) This is an area where the Company ABC has yet a lot of scope for improvement and learning necessary knowledge.
- (ii) Expertise and knowledge are less crucial than perseverance.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: C**

**Explanation:** Because the organisation has been working in this field for more than two

decades, it must have the requisite experience and knowledge. As a result, conclusion (i) does not follow. The attributes that have made Company ABC effective in this industry, on the other hand, have still not been mentioned. Therefore, conclusion (ii) does not quite make logical sense either. So, neither (i) nor (ii) follows in the given question.

**22. Statement:** As WWI was going on, the XY government enacted the Official Secrets Act (OSA), which appears to be one of the greatest contributors to political corruption in country Z.

**Conclusions:**

- (i) To put a stop to political corruption in country Z, the OSA must be repealed immediately.
- (ii) The XY administration intended to promote political corruption in state offices.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.
  - D. Both (i) and (ii) follow.

**Answer: A**

**Explanation:** According to the statement, the OSA's implementation was the prime reason for the rise in political corruption. As a result, conclusion (i) follows. However, an administration's implementation of legislation is done for the welfare of the nation, not to facilitate political corruption in the future. Therefore, conclusion (ii) is incorrect.

**23. Statement:** Because of the heavy snowfall in Uttarakhand in February, some portions of the state have been without electricity.

**Conclusions:**

- (i) In the month of February, people in various parts of Uttarakhand experience a lot of challenges.
- (ii) Snowfall is heavier in some parts of Uttarakhand than in others.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (ii) follows.



- D. Both (i) and (ii) follow.

**Answer: D**

**Explanation:** Because it is stated in the statement that electricity has been shut off only in specific parts of Uttarakhand owing to significant snowfall, conclusion (i) is correct. As a result, we may reasonably assume that some sections of the country receive more snow than others and clearly, people will suffer without electricity. Therefore, both (i) and (ii) are true.

**24. Statement:** Running for at least an hour every day can add at least two years to a person's life expectancy.

**Conclusions:**

- (i) Regular exercise at a reasonable level is essential to a healthy lifestyle.
- (ii) Those who run daily, never die.
- (iii) People who work at a desk will almost certainly develop health problems.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Only (i) and (iii) follow.
  - D. All (i), (ii), and (iii) follow.

**Answer: A**

**Explanation:** The benefit of running every day is emphasised in the statement, but no information about the health of someone who works at a desk is provided. Furthermore, it is not plausible that a person will never die if he runs for an hour every day. As a result, only conclusion (i) follows.

**25. Statement:** In company ABC, 45% of employees are females, 55% are males, 72% are ethical, and 20% are from Gandhinagar.

**Conclusions:**

- (i) None of the male employees is from Gandhinagar.
- (ii) All the female employees are ethical.
- (iii) 30% of male employees are not ethical.
  - A. Only (i) follows.
  - B. Only (ii) follows.
  - C. Neither (i) nor (iii) follows.
  - D. None of these follows.

**Answer: D**

**Explanation:** None of the given conclusions can be derived from the data that is given in the statement. Therefore, none follows.



Statement and Arguments are very important sections of critical reasoning. In this, a statement about a *political*, *social*, or *economic* topic is presented, followed by arguments in support or opposition to the statement. The candidate must first assess the statement, then the arguments in the context of the statement, before deciding which of the arguments is the most compelling and is also assisting in the formulation of the best perspective on the topic.

### WHAT IS AN ARGUMENT?

In simple terms, an argument is a viewpoint on a topic that is backed up by evidence. The aspirant must assess the persuasiveness of the provided argument, determining whether it is weak or strong. An argument, in other words, is a set of two or more phrases, clauses, or sentences that incorporates a proposition or conclusion.

#### Arguments can be of two types:

**1. Strong Arguments:** Strong arguments are those that are valid, strong, and factual, discuss strength, are clearly connected to the statement and meet the logic requirement. Following are the types of strong arguments-

- **Arguments that include already proven facts:** The provided argument is a well-known fact that is usually true in this form of a strong argument.
- **Arguments in which the outcome is expected based on previous experience:** Because of past events, the arguments in this form of a strong argument are accurate.
- **Arguments that state the universal truth:** The arguments in this form of a strong argument are certain or

universally accepted to be true and are often scientifically established.

**2. Weak Arguments:** Weak arguments are ones that are just vaguely related to the statement and do not meet the logic criteria; they are erroneous, weak, and incorrect. Following are the types of weak arguments-

- **Arguments that are ambiguous in nature:** This type of weak argument does not define how the argument relates to the course of action or what the author intends to communicate; hence, these arguments are weak.
- **Arguments that are redundant in nature:** Arguments are redundant in this type of weak argument, and they do not provide a thorough analysis of the issue at hand; hence, they are weak in nature.
- **Arguments that are interrogative in nature:** The argument in this form of weak argument is made up of the arguer's rebuttal to a question.

Now, let us look at the following *example* to understand the concept better.

**Statement:** Has the Indian economy suffered as a result of globalisation?

#### Arguments:

- (i) Yes. Indian businesses are being pushed out by multinational corporations.
- (ii) No. Because multinationals sell standard-quality goods at an affordable rate.

Now here, let us take a closer look at the issue. The question, here, is if the Indian economy has 'suffered' because of globalisation. As a result, we must determine if the arguments present any evidence or basis that would conclusively indicate that the economy is being affected or not.



As per argument (i), Indian businesses are unable to compete with their overseas rivals. As a result, we might claim that ‘Indian companies are being damaged.’ However, Indian businesses are not the only ones who make up the Indian economy. Foreign corporations also contribute to the economy of the country. As a result, the argument is weak. Argument (ii) claims that international corporations that have arrived in India in terms of globalisation are selling standard products at reasonable prices, because of which, the customer benefits. Is this, however, ‘no damage to the national economy?’ The declarations make no mention of whether Indian businesses were offering inferior items at higher costs. We can use our external information to create a

### Tips and Tricks

- A strong argument should provide a genuine diagnostic of the circumstance represented in the statement, whereas the nature of weak arguments is that they are vague.
- Before answering the questions on statement and argument reasoning, conduct a basic assessment of the questions.
- A strong argument should include an in-depth examination of the topic at hand, whereas a weak argument is overly simplistic and often unnecessary.
- If an argument is based on a universal truth, it is always strong. But, a weak argument contradicts the known facts.
- If an argument is vague, it can be dismissed.
- A strong argument should be backed up by facts or well-established ideas and should also be related to the given statement, whereas arguments that incorporate the terms only, definitely, the best until, until, etc will most likely be weak.

generalisation that globalization is beneficial; however, this is disputed and dependent on the individual’s perspective. As a result, we can say that argument (ii) is also a weak argument. Therefore, both the arguments are weak.

In the following examples, each of the given questions is followed by a series of arguments. You must determine which of the arguments is ‘strong’ and which is ‘weak’.

**Example 1. Statement:** Should ‘Sanskrit’ be taught in India’s schools as a mandatory subject?

**Arguments:**

- (i) No. We do not have teachers that are qualified enough to teach such a difficult language.
- (ii) Yes. Sanskrit is an ancient language and there is a desperate need to protect it at all costs.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: C**

**Explanation:** Argument (i) depends on a person’s perspective, as there are different teachers in every school and some of them may be qualified enough, while some maybe not. As a result, argument (i) is not particularly convincing. When we talk about the second argument, although it is true that we should be proud of our ancient language, making ‘Sanskrit’ compulsory in schools is not desirable solely for this reason. Hence, argument (ii) is not strong either.

**Example 2. Statement:** Should it be mandatory for female students to master self-defence?

**Arguments:**

- (i) Yes. In a world where instances of attacks on women are on the rise, self-defence training has become an important aspect of women’s safety.
- (ii) No. Even if girls do learn self-defence, they will never be as physically strong as the assailter.



- A. Only argument (i) is strong.
- B. Only argument (ii) is strong.
- C. Neither (i) nor (ii) is strong.
- D. Both (i) and (ii) are strong.

**Answer: A**

**Explanation:** Argument (i) is compelling because, with the rise in assault cases, girls need to be prepared to defend themselves. Argument (ii) does not hold strong simply because it varies from one person to another.

**Example 3. Statement:** Should India's public universities be free?

**Arguments:**

- (i) Yes, improving literacy levels is the only way to develop India.
- (ii) No, it would contribute to the exchequer's already tremendous load.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: B**

**Explanation:** Argument (i) is weak since it contains the word "only," whereas argument (ii) is strong because such a step would definitely necessitate vast sums of money and result in a financial drain.

**Example 4. Statement:** Should all government agencies and departments implement a system of exclusively granting jobs to the children of government employees?

**Arguments:**

- (i) No. It denies many qualified people a chance to succeed, and the government might suffer as a result.
- (ii) No. The government owes its responsibilities to all of its citizens, as per the idea of equality.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.

- C. Neither (i) nor (ii) is strong.
- D. Both (i) and (ii) are strong.

**Answer: D**

**Explanation:** If taken care of; merit, impartial evaluation, and equal opportunity for all can enable the government to recruit qualified officials while also achieving the Constitution's goals. As a result, both arguments are valid.

**Example 5. Statement:** Should every university student in India be required to participate in military training?

**Arguments:**

- (i) Yes. Only in this manner can a strong and resilient nation be built.
- (ii) Yes. It is the only way to instil discipline in the youth.
- (iii) No. Repulsion follows compulsion in every case.
- (iv) No. This is a violation of an individual's fundamental democratic freedom to choose his or her courses.
  - A. Only arguments (i) and (ii) are strong.
  - B. Only arguments (ii) and (iv) are strong.
  - C. Only arguments (iii) and (iv) are strong.
  - D. None of the above.

**Answer: C**

**Explanation:** Making military training mandatory for all university students would undoubtedly improve India's troops and instill strong discipline among them, but it is not the only way to accomplish these goals. As a result, neither (i) nor (ii) holds up. Furthermore, students who are truly willing to join the armed services and serve the country will be able to defend the country better than those who are forced to do so. Every student has the fundamental right to pursue a vocation of his or her choosing. As a result, both (iii) and (iv) hold true.



## PRACTICE QUESTIONS

**Directions:** Each question begins with a statement, followed by two or more arguments denoted by the numerals (i), (ii), and so on. You must assess which of the arguments are 'strong' arguments and which are 'weak' arguments, and then select an answer from the options presented below each question.

- 1. Statement:** Should it be compulsory for students in grades V and VI to take board exams?

**Arguments:**

- (i) Yes. Students must be trained from the start to tackle such challenging assessments in today's competitive environment.
- (ii) No. Students will be compelled to learn and will not embrace education if we put such additional strain on them.
  - A. Only (i) is strong.
  - B. Only (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: D**

**Explanation:** Exams will prepare students for competitions later in life. As a result, (i) is valid. On the other hand, the essential basics of subjects should be taught to the students in Classes V and VI in a gradual process using practical examples and practice in an entertaining manner. They do not need to be forced to study, and their age does not allow them to withstand the stress and load of exams. Therefore, both (i) and (ii) hold strong.

- 2. Statement:** Should the government open more engineering schools in the country?

**Arguments:**

- (i) Yes. The country is in desperate need of qualified engineers.
- (ii) No. The government should make sure that quality education is being

provided in the existing engineering schools, as most of them lack the required facilities.

- A. Only argument (i) is strong.
- B. Only argument (ii) is strong.
- C. Neither (i) nor (ii) is strong.
- D. Both (i) and (ii) are strong.

**Answer: B**

**Explanation:** Undoubtedly, offering modern and advanced infrastructure to existing engineering schools may enable them to generate more and more qualified engineers, since they can accommodate even more students and give them quality education. As a result, only argument (ii) is valid, whereas argument (i) is not.

- 3. Statement:** Should social networking sites completely prohibit people less than 18 years of age from signing up?

**Arguments:**

- (i) Yes. Such websites often mislead people under the age of 18.
- (ii) No. It enables young people to use their right to free speech and expression when they express themselves on such platforms.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: C**

**Explanation:** (i) does not explain the situation in which such websites mislead people of age less than 18 years. Furthermore, these kinds of distractions are frequent among both minors and adults, which is one of the main reasons why many organisations prohibit the use of social media platforms. As a result, (i) is weak. (ii) is weak because there are other ways to exercise the legitimate right to freedom of expression, and allowing people under the age



of 18 access to social media platforms solely for that purpose would be incorrect.

**4. Statement:** Should there be a limit on the number of people who can run in parliamentary elections in each constituency?

**Arguments:**

- (i) Yes. The parliamentary elections will be more impactful as voters will be able to make an informed decision when casting their vote.
- (ii) No. In a democracy, anyone who meets the qualification requirements can run for parliament, so there should be no constraints on the same.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: D**

**Explanation:** Obviously, if there were fewer candidates, voters would have an easier time making a decision. As a result, argument (i) is valid. Furthermore, everyone who meets the Constitution's requirements should be given a chance and should not be refused just to reduce the number of candidates. As a result, argument (ii) is also valid.

**5. Statement:** Should all pharmaceuticals that are manufactured and patented in any Western country be first tested in India prior to being given a license to sell to the wider population?

**Arguments:**

- (i) Yes. Many of these drugs have varying doses and duration for the population of India, therefore it is crucial to keep track of them.
- (ii) No. This is not permitted, hence it cannot be achieved.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: A**

**Explanation:** Evidently, the government is concerned about the citizens' health. Therefore, before the government grants any kind of a license to sell a product, such as pharmaceuticals, it is very necessary to first investigate it properly and see if it works in the Indian setting too. As a result, only argument (i) is valid.

**6. Statement:** Is there a way to control pollution in this modern world?

**Arguments:**

- (i) Yes. If people are able to recognise the dangers that pollution poses and decide to work together to eliminate it, pollution can be minimised eventually.
- (ii) No. Overcrowding on roads, in industries, and in organisations, and also an ever-expanding population hungry to capture more and more land for residential construction is inevitable.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: D**

**Explanation:** On one hand, pollution control appears to be unattainable due to the constantly increasing needs and demands of the public, but on the other hand, pollution control is possible through a cooperative effort of the masses. As a result, both of the arguments will withstand.

**7. Statement:** Should victory take precedence over participation?

**Arguments:**

- (i) Yes. Every sportsman is now a professional who survives primarily on prize money.
- (ii) No. In India, sportsmen make more money through sponsorships than match fees.



- A. Only argument (i) is strong.
- B. Only argument (ii) is strong.
- C. Neither (i) nor (ii) is strong.
- D. Both (i) and (ii) are strong.

**Answer: C**

**Explanation:** The primary statement is a statement that may be applied to a wide range of circumstances. Sports have been used to prove argument (i) and as a result, it is a weak argument. Argument (ii) discusses sponsorships that are not covered by the main statement. As a result, none of the arguments is valid.

**8. Statement:** Should the state place limitations on journalists' access to confidential or sensitive data in order to minimise media frenzy?

**Arguments:**

- (i) Yes. It can lead to bullying of those who have been impacted by the issue and are suspected of being engaged in it.
- (ii) Yes. The press occasionally creates frenzy and broadcasts misleading data.
- (iii) No. The media should have complete access to all the data because the media is the finest source for exposing societal flaws.
  - A. Only argument (i) is strong.
  - B. Only (ii) and (iii) are strong.
  - C. Only (i) and (ii) are strong.
  - D. All (i), (ii), and (iii) are strong.

**Answer: D**

**Explanation:** All the arguments are strong as they provide a legitimate reason to support the primary statement.

**9. Statement:** Would it be appropriate for a cricket team to have multiple captains during a match?

**Arguments:**

- (i) Yes. Having many heads come to a consensus before making a choice is always preferable.
- (ii) No. In such a circumstance, one must make judgments on the fly, and there

will be no time to settle opposing viewpoints among the captains on the field.

- A. Only argument (i) is strong.
- B. Only argument (ii) is strong.
- C. Neither (i) nor (ii) is strong.
- D. Both (i) and (ii) are strong.

**Answer: B**

**Explanation:** Every individual may hold a different viewpoint. As a result, making a decision on the spot may take longer. Hence, only argument (ii) is strong.

**10. Statement:** Is there a need to ban foreign films in India?

**Arguments:**

- (i) Yes. They show a foreign lifestyle that has a harmful impact on Indian people's beliefs.
- (ii) No. The artistic quality of foreign films is extraordinary and they deserve to be seen by the world.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: C**

**Explanation:** Foreign films clearly represent a foreign lifestyle, but this only aids in learning more. As a result, argument (i) is inadequate. Furthermore, argument (ii) is not sufficient enough to reverse the prohibition. As a result, (ii) is not strong either.

**11. Statement:** Should university education be halted for a period of time?

**Arguments:**

- (i) Yes. It will help decrease the number of unemployed educated people.
- (ii) No. It will obstruct the nation's future development.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: B**



**Explanation:** Clearly, unemployment is not caused by a lack of advanced education. Moreover, it has resulted in more career prospects. As a result, argument (i) is a little ambiguous. Furthermore, higher education aids in the development of a country. As a result, argument (ii) is valid.

**12. Statement:** Should students at Indian universities wear uniforms as they do in schools?

**Arguments:**

- (i) No. Undergrads should not be forced to wear uniforms and should be allowed to choose their attire for the day.
- (ii) Yes, because all of the students will be properly attired, the atmosphere of the colleges will improve.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: A**

**Explanation:** Apparently, after years of severe discipline and adherence to the school's formal dress code, youngsters must be given some leeway in college life as they prepare to take on life's responsibilities. Furthermore, schools employ uniform to ensure the safety of students, a factor that is less important in universities. As a result, argument (i) is appealing. In addition, the college's atmosphere is determined by the students' commitment and decorum, not by their clothes. As a result, argument (ii) is ambiguous.

**13. Statement:** Is it reasonable for the government to spend so much money on defence?

**Arguments:**

- (i) Yes. The country's security is of paramount importance.
- (ii) No, this money can be used to help the country prosper during peacetime.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.

- D. Both (i) and (ii) are strong.

**Answer: A**

**Explanation:** Unquestionably, defence is required for the country's safety, which is of paramount importance. As a result, the argument (i) is valid. Furthermore, only when a country is safe from external provocations can it focus on internal progress and development. As a result, argument (ii) is invalid.

**14. Statement:** Should a university or institution have a student association?

**Arguments:**

- (i) Yes. It is extremely important. Students are the next generation of political figures.
- (ii) No. This will give the campus a political vibe.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: D**

**Explanation:** The creation of a students' association will be a good initiative to provide students with basic political education. It will, however, foster a similar political climate on campus. As a result, both arguments are valid.

**15. Statement:** Is sex education something that should be taught in schools?

**Arguments:**

- (i) Yes. This is something that all progressive nations practise.
- (ii) No. In co-educational schools, we will be unable to impart it as it might distract the students and make them feel uncomfortable around each other.
- (iii) Yes. It would undoubtedly contribute to the removal of existing misunderstandings and the physical and emotional health of the youth of today.
- (iv) No. It will obliterate the moral integrity and highly regarded value system that our ancestors instilled in us.



- A. Only (i), (iii), and (iv) are strong
- B. Only (ii), (iii), and (iv) are strong
- C. All (i), (ii), (iii), and (iv) are strong
- D. None of the above

**Answer: D**

**Explanation:** Clearly, a policy cannot be implemented in India just on the basis that it is implemented in other nations, because each country has its environment and circumstances. As a result, argument (i) is a dubious proposition. In addition, providing sex education in co-educational institutions, where girls and boys study together, may degrade the atmosphere and impede academic progress. As a result, argument (ii) is convincing. Sex education at schools, on the other hand, might assist kids to clear up their preconceptions and concerns at a time when they might otherwise be hesitant to address the subject with others. Furthermore, sex is an important element of students' future lives, and knowledge of it is neither regressive nor embarrassing. As a result, argument (iii) is persuasive, whereas argument (iv) is ineffective. Therefore, only arguments (ii) and (iii) are strong.

- 16. Statement:** Should a censor board be appointed to monitor commercials produced by various organisations?

**Arguments:**

- (i) Yes. Many times, a commercial has sparked heated controversy by depicting scenarios that are harmful to our cultural structures.
- (ii) No. Having a censor board for a variety of reasons is unrealistic.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: A**

**Explanation:** Argument (i) is persuasive because many commercials contain undesirable content, which has sparked national debate. Argument

(ii) is unconvincing because commercials can be supervised by a censor board.

- 17. Statement:** Should the state provide an "unemployment allowance" to educated unemployed youth of the nation?

**Arguments:**

- (i) Yes. It would provide them with financial assistance to help them find work or create a 'self-employment' business.
- (ii) No. It will stifle their will to work in order to support themselves, promoting lethargy among the jobless people.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: D**

**Explanation:** Young individuals who are unable to find work due to a huge number of applications in all professions must undoubtedly be provided with a stipend to help them maintain themselves. As a result, argument (i) is correct. Allowances like these, on the other hand, would stifle their will to work and render them indolent. As a result, argument (ii) also holds true.

- 18. Statement:** Should all new and major factories be based in Bangalore?

**Arguments:**

- (i) Yes. There will be more employment opportunities.
- (ii) No. The city's pollution will worsen.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: D**

**Explanation:** In this case, both of the arguments are viable. The establishment of new factories will create more employment



opportunities, but it will also raise pollution.

**19. Statement:** Should all university examination bodies allow calculators to be used during exams?

**Arguments:**

- (i) Yes. With the advent of information technology in all sectors, human computations are no longer necessary.
- (ii) No. Knowing how to do manual calculations is crucial for students to understand their concepts.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: D**

**Explanation:** People require manual computation methods, and they must be encouraged. As a result, argument (ii) is strong. Argument (i) is also strong in its own way as with the extensive use of computers in all sectors, there is very little need for a person to do manual calculations. Therefore, both arguments (i) and (ii) withstand.

**20. Statement:** Should the legal drinking age in bars and nightclubs be lowered from 21 years?

**Arguments:**

- (i) Yes. Once a person reaches the age of 18-20 years, the age at which one can correctly vote, he or she is mature enough to distinguish between the good and the evil, the right and the wrong.
- (ii) No. A person experiences a variety of circumstances by the time they reach this age. Emotional maturity and financial independence are usually achieved after this age. If the age restriction is lowered, the youth will be susceptible to face consequences as a result of uninformed decisions.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.

- D. Both (i) and (ii) are strong.

**Answer: D**

**Explanation:** Argument (i) is compelling because it asserts that people reach maturity between the ages of 18 and 20. Argument (ii) is also compelling because it asserts that one does not reach social maturity until they are 21 years old. As a result, both are compelling arguments.

**21. Statement:** Should the government take ownership of all engineering schools in the country?

**Arguments:**

- (i) Yes. This is the only way to make sure that all engineering students receive a standard education.
- (ii) No. The government lacks necessary funding to efficiently administer such institutions.
- (iii) No. Each engineering school should be permitted to operate autonomously.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Only arguments (i) and (iii) are strong.
  - D. None of the above.

**Answer: D**

**Explanation:** Clearly, if such institutes benefit the young generation of the country, the government can pool resources to administer them. As a result, (ii) does not hold up. (iii) fails to present a compelling argument. Consequently, government ownership of the institutes is not required to deliver greater education than is now provided. As a result, (i) is also invalid.

**22. Statement:** Should all individuals found guilty of severe offences such as rape or murder be sentenced to death or given the death penalty beyond a possible suspicion?

**Arguments:**

- (i) Yes. These kinds of harsh penalties will only deter people from doing such horrible atrocities, making the world a safer place.



- (ii) No. Anyone who has confessed to their crimes must be granted the opportunity to improve and live normally.
- A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: A**

**Explanation:** A person who commits a horrendous crime such as rape or murder should, without a doubt, be severely punished in order to deter others from attempting such atrocities in the future. As a result, argument (i) is persuasive. Furthermore, it is impossible to know whether an offender is truly sorry for his actions; he may do so simply to avoid imprisonment. Therefore, argument (ii) fails.

**23. Statement:** Should all of the city's illegitimate buildings be totally destroyed?

**Arguments:**

- (i) Yes. By doing so, a strong message will be sent to the public, and they will avoid building illegal constructions.
- (ii) No. What will happen to the people who live in these buildings?
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: A**

**Explanation:** Unauthorised structures would be destroyed to send a strong message to deceitful constructors and to remind people not to engage in similar projects in the area. Illegal structures place an unnecessary strain on the city's infrastructure, therefore this is critical. As a result, only argument (i) is valid.

**24. Statement:** Should handloom enterprises in rural regions be encouraged?

**Arguments:**

- (i) Yes. Individuals living in rural areas are very creative.

- (ii) Yes. To a certain degree, this would assist in resolving the unemployment crisis.
- (iii) No. People who live in rural areas are not skilled.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Both (i) and (ii) are strong.
  - D. All (i), (ii), and (iii) are strong.

**Answer: B**

**Explanation:** Handloom industries, certainly, need to be pushed in order to provide more employment opportunities for rural populations in their own localities. Therefore, (ii) holds strong. There is no proof that individuals living in rural areas are very creative or very unskilled; hence, arguments (i) and (iii) are vague.

**25. Statement:** Should a candidate's performance in an interview really be considered the deciding factor in his selection process?

**Arguments:**

- (i) Yes. It is one of the only ways to assess a candidate's personality, aspirations, and motivations.
- (ii) No. In terms of evaluation, it is extremely subjective.
  - A. Only argument (i) is strong.
  - B. Only argument (ii) is strong.
  - C. Neither (i) nor (ii) is strong.
  - D. Both (i) and (ii) are strong.

**Answer: B**

**Explanation:** Apparently, aside from interviews, there are various forms of written assessment that can be used to assess a candidate's interests. As a result, argument (i) is insufficient. Without a doubt, the interview is a subjective evaluation of a candidate's personality. Therefore, argument (ii) is valid.



The word syllogism means ‘conclusion, inference’. Syllogisms are a type of logical argument that uses deductive reasoning to reach a conclusion.

Syllogism is an important topic, and we find question from this topic in various engineering entrance exams. This topic is often asked in GATE. This chapter will explain this concept in detail and also include some practice questions for you can practice. After reading this chapter and solving questions, you do not have to go to any source for practicing this topic.

Two or more statements follow each of the questions in this section, and two or more conclusions follow these statements. It is necessary to determine which of these conclusions logically follows from the given statements. Even if the statements appear to contradict commonly held facts, they must be considered true.

Syllogism questions can be solved in a number of ways. Among all the available methods, a Venn diagram is the most effective and efficient method. It is essential to draw all possible diagrams based on the given statements and then to solve each of these diagrams separately. Finally, the correct answer is the one that is common in all of the diagrams.

Usually, the questions are given in the following way:

**Directions:** In the following type of questions, two statements are provided followed by two conclusions A and B. You have to read the two statements and then decide whether from those statements,

- (a) Only A follows
- (b) Only B follows
- (c) Both A and B follow
- (d) Either A or B follows
- (e) Neither A nor B follows

#### 1. Statement:

All pine trees are coniferous.

All coniferous trees are beautiful.

#### Conclusion:

- A. All pine trees are beautiful.
- B. Some beautiful are pine trees.

#### Some extra tips and tricks to solve the problems of this chapter

##### 1. Proposition

A proposition is that part that makes up a statement and shows that two things are related in some or the other way. It has three parts: 1: subject; 2: predicate; and 3: relation between subject and predicate.

Examples included are as follows:

- All tigers are big.
- Some boys are handsome.
- The girls of this school are not disciplined.

#### Subject and predicate

The subject is the part of the proposition about which something is said. A predicate is that part of the proposition which is stated or related to the subject.

**For Example:** 1. Tigers and boys are all subjects mentioned in above examples, while big, handsome, and disciplined are predicates.

#### Categorical proposition

A categorical proposition makes a direct assertion. For example, ‘All S are P’, ‘No S is P’ and ‘Some S are P’. It has no categorical proposition.

There are two types of categorical proposition:

**1. Universal propositions:** These either fully include the subject or fully exclude it.

Examples are as follows:

- a. All girls are cute.
- b. No boy is happy.

A proposition ‘All boys are bad’ is called a universal positive proposition. A proposition in the form of ‘No S is P’ is called a universal negative proposition.

**2. Particular propositions:** These either only partly include or only partly exclude



the subject while making a statement.  
Examples are as follows:

1. Some rabbits are peacocks.
2. Some circles are not round.

They have clauses such as ‘some’, ‘not many’, ‘very little’, etc.

## PRACTICE QUESTIONS

**Questions 1-3:** Two statements are given followed by two conclusions numbered I and II. You have to consider these statements to be true, even if they seem to vary from commonly known facts. Decide which of the given conclusions logically follows from the given statement.

**1. Statements:**

Some trains are trucks.

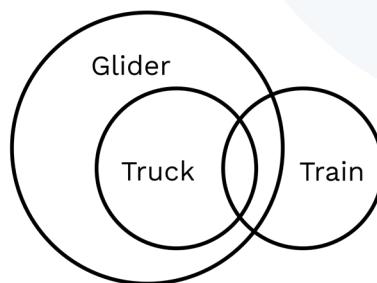
All trucks are gliders.

**Conclusions:**

- I. Some trucks are trains.
  - II. Some trains are gliders.
- A. If only conclusion I follows.
  - B. If only conclusion II follows.
  - C. If either conclusion I or conclusion II follows.
  - D. If both conclusion I and II follow.

**Answer: D**

**Explanation:** According to the diagram, both conclusions I and II follow.



**2. Statements:**

Some students are toppers.

No topper is a failure.

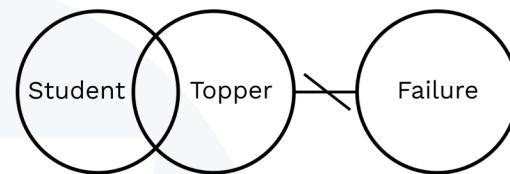
**Conclusions:**

- I. Some students are failure.
  - II. No student is a failure.
- A. Only conclusion I follows.
  - B. Only conclusion II follows.

- C. Either conclusion I or conclusion II follows.
- D. Neither conclusion I nor conclusion II follows.

**Answer: C**

**Explanation:** Either conclusion I or conclusion II follows.



From the diagram, we can infer that both conclusions I and II have the same elements and are individually wrong.

**3. Statements:**

No silver is a ring.

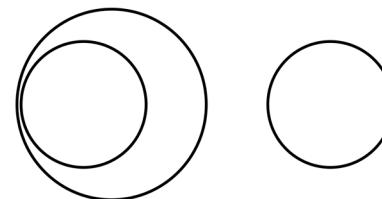
All golds are rings.

**Conclusions:**

- I. No gold is silver.
  - II. Some golds are rings.
- A. Only conclusion I follows.
  - B. Only conclusion II follows.
  - C. Both conclusions I and II follow.
  - D. Neither conclusions I nor conclusion II follows.

**Answer: C**

**Explanation:** Both conclusions I and II follow.



From the diagram, we can infer that both conclusions are true. Therefore, option C is correct.



**Questions 4-10:** Three statements are given, followed by three conclusions numbered I, II and III. You have to consider these statements to be true, even if they seem to vary from commonly known facts. Decide which of the given conclusions logically follows from the given statement.

**4. Statements:**

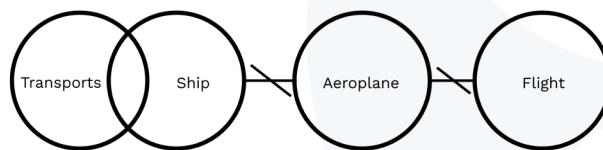
- Few transports are ships.
- No ship is an aeroplane.
- No aeroplanes are flight.

**Conclusions:**

- I. Some ships are transports.
- II. All transports are ship.
- III. No transports are aeroplane.
  - A. Only conclusion I follows.
  - B. Only conclusion II follows.
  - C. Only conclusion III follows.
  - D. None follows.

**Answer: A**

**Explanation:** Only conclusion I follows.



From the diagram, we can infer that some transports are ships, which is clearly stated in statement I.

**5. Statements:**

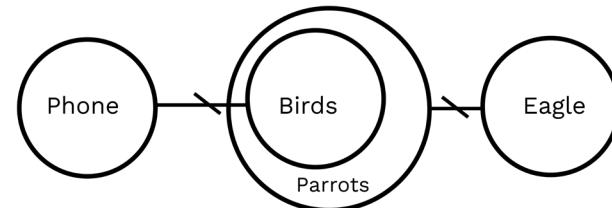
- No phone is a bird.
- All birds are parrots.
- No parrot is an eagle.

**Conclusions:**

- I. Some phones are birds.
- II. Some birds are parrots.
- III. No bird is a parrot.
  - A. Only conclusion I follows.
  - B. Only conclusion II follows.
  - C. Only conclusion III follows.
  - D. Only conclusions I and III follow.

**Answer: B**

**Explanation:** Only conclusion II follows.



From the diagram, we can infer that some birds are parrots, which is clearly stated in statement II. If all birds are parrots, then some birds are definitely parrots.

**6. Statements:**

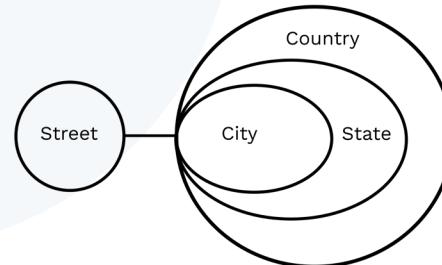
- No street is a city.
- All cities are states.
- All states are countries.

**Conclusions:**

- I. Some streets are states.
- II. Some cities are countries.
- III. All states are cities.
  - A. If only conclusion I follows.
  - B. If only conclusion II follows.
  - C. If either conclusion II or conclusion III follows.
  - D. If both conclusions I and II follow.

**Answer: B**

**Explanation:** Only conclusion II follows.



From the diagram, we can infer that all cities are states and all states are countries. Therefore, some cities are countries.

**7. Statements:**

- All actors are movies.
- Some movies are money.
- No money is rich.

**Conclusions:**

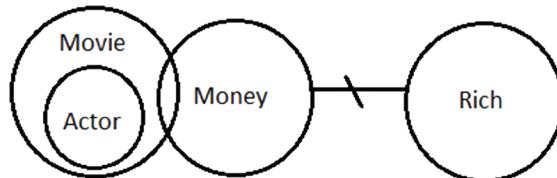
- I. Some actors are money.
- II. All actors are money.
- III. Some actors are movies.
  - A. Only conclusion I follows.
  - B. Only conclusion II follows.



- C. Only conclusion III follows.
- D. Only conclusions I and III follow.

**Answer: C**

**Explanation:** Only conclusion III follows.



From the diagram, we can infer that some actors are movies, which is clearly stated in statement I.

#### 8. Statements:

Some rats are cats.

Some cats are bears.

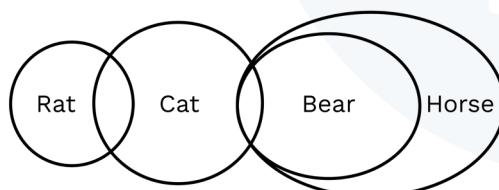
All bears are horses.

#### Conclusions:

- I. Some rats are horses.
- II. Some horses are cats.
- III. Some rats are bears.
  - A. If only conclusion I follows.
  - B. If only conclusion II follows.
  - C. If either conclusion II or conclusion III follows.
  - D. If both conclusions I and II follow.

**Answer: B**

**Explanation:** Only conclusion II follows.



From the diagram, we can infer that some cats are bears and all bears are horses. Therefore, some horses are cats.

#### 9. Statements:

Few flowers are plants.

Some plants are not green.

All green are trees.

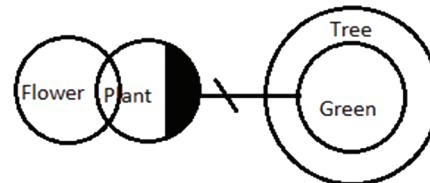
#### Conclusions:

- I. Some greens are not trees.
- II. Some greens are trees.
- III. No trees are plants.
  - A. Only conclusion I follows.
  - B. Only conclusion II follows.

- C. Only conclusion III follows.
- D. Either conclusion I or conclusion II follows.

**Answer: B**

**Explanation:** Only conclusion II follows.



From the diagram, we can infer that the second conclusion will follow; as, in syllogism, we know that, if in the statement we are given that all P are Q that means some P are Q conclusion will be true, so option B is correct.

#### 10. Statements:

All pens are erasers.

All erasers are pencils.

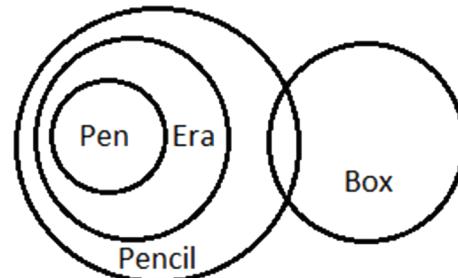
Some pencils are boxes.

#### Conclusions:

- I. No erasers are pencils.
- II. All pens are pencils.
- III. No pen is an eraser.
  - A. Only conclusion I follows.
  - B. Only conclusion II follows.
  - C. Only conclusion III follows.
  - D. Either conclusion II or conclusion III follows.

**Answer: B**

**Explanation:** Only conclusion II follows.



From the diagram, we can infer that all pens are pencils. Therefore, option B is correct.

**Questions 11-20: Four statements are followed by four conclusions numbered I, II, III and IV.**



You have to consider these statements to be true, even if they seem to vary with commonly known facts. Decide which of the given conclusions logically follows from the given statement.

**11. Statements:**

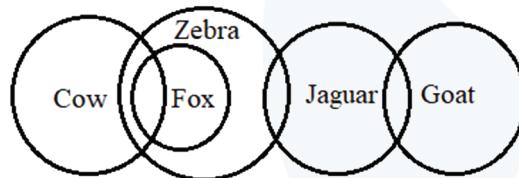
Some cows are foxes.  
All foxes are zebras.  
Some zebras are jaguars.  
Some jaguars are goats.

**Conclusions:**

- I. Some foxes are jaguars.
  - II. Some foxes are zebras.
  - III. Some cows are zebras.
  - IV. Some jaguars are not goats.
- A. Only conclusion I follows.
  - B. Only conclusion II follows.
  - C. Only conclusions II and III follow.
  - D. Only conclusions III and IV follow.

**Answer: C**

**Explanation:** Only conclusions II and III follow.



From the diagram, we can infer that some foxes are zebras and some cows are zebras.

**12. Statements:**

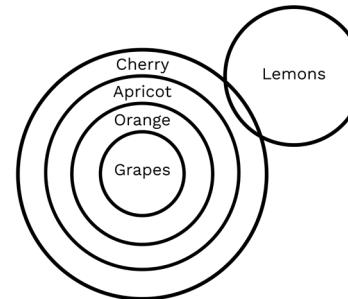
All grapes are oranges.  
All oranges are apricots.  
All apricots are cherries.  
Some cherries are lemons.

**Conclusions:**

- I. Some grapes are cherries.
  - II. All oranges are cherries.
  - III. Some grapes are lemons.
  - IV. Some lemons are apricots
- A. If only conclusion I follows.
  - B. If only conclusion II follows.
  - C. If only conclusion III follows.
  - D. If both conclusions I and II follow.

**Answer: A**

**Explanation:**



According to the diagram, both conclusions I and II follow.

**13. Statements:**

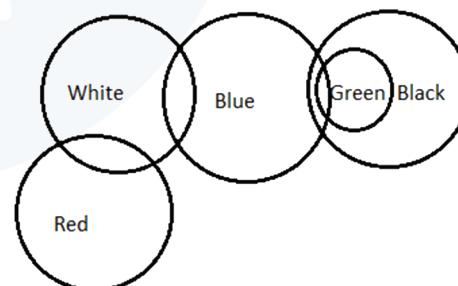
All greens are blacks.  
Some greens are blues.  
Some blues are whites.  
Some whites are reds.

**Conclusions:**

- I. Some whites are greens.
  - II. Some greens are blacks.
  - III. No blue is black.
  - IV. All greens are blues.
- A. Only conclusion I follows.
  - B. Only conclusion II follows.
  - C. Only conclusion III follows.
  - D. Only conclusion IV follows.

**Answer: B**

**Explanation:** Only conclusion II follows.



From the diagram, we can infer that some greens are blacks, that is clearly stated in statement I. If all greens are blacks, then some greens are definitely blacks.

**14. Statements:**

Some oranges are grapes.  
Some colours are trees.  
All trees are sky.  
No sky are grapes.

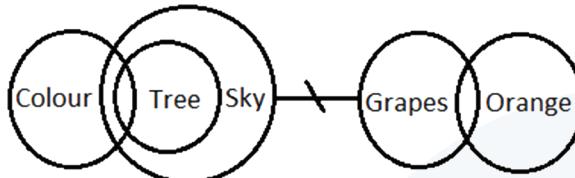


**Conclusions:**

- I. Some oranges are sky.
  - II. No oranges are trees.
  - III. Some grapes are trees.
  - IV. No trees are grapes.
- A. Only conclusion I follows.  
B. Only conclusion II follows.  
C. Only conclusion III follows.  
D. Only conclusion IV follows.

**Answer: D**

**Explanation:** Only conclusion IV follows.



From the diagram, we can infer that no trees are grapes, which is already stated in statement IV.

**15. Statements:**

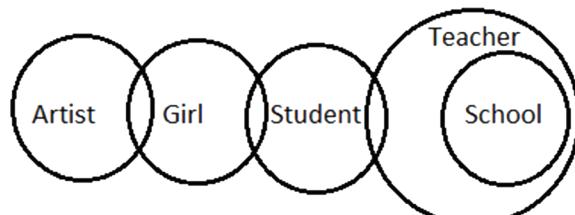
- Most artists are girls.  
Few girls are students.  
Some students are teachers.  
All schools are teachers.

**Conclusions:**

- I. Some schools are teachers.
  - II. Few schools are students.
  - III. Some students are girls.
  - IV. No artists are teachers.
- A. Only conclusion I follows.  
B. Only conclusion II follows.  
C. Only conclusions I and III follow.  
D. Only conclusions I and IV follow.

**Answer: C**

**Explanation:** Only conclusions I and III follow.



From the diagram, conclusion I and III follows.

**16. Statements:**

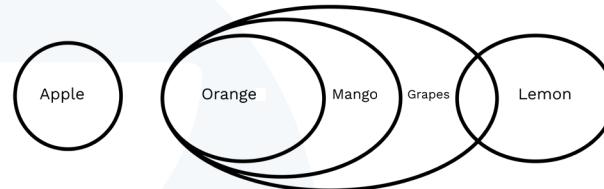
- No apple is an orange.  
All oranges are mangoes.  
All mangoes are grapes.  
Some grapes are lemons.

**Conclusions:**

- I. All oranges are grapes.
  - II. Some apples are mangoes.
  - III. Some lemons are mangoes.
  - IV. Some apples are lemons.
- A. If only conclusion I follows.  
B. If only conclusion II follows.  
C. If only conclusion III follows.  
D. If only conclusion IV follows.

**Answer: A**

**Explanation:** Only conclusion I follows.



From the diagram, we can infer that all oranges are mangoes and all mangoes are grapes. Therefore, all oranges are grapes.

**17. Statements:**

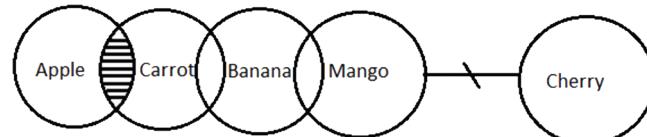
- Few apples are carrots.  
Some carrots are bananas.  
Some bananas are mangoes.  
No mango is cherry.

**Conclusions:**

- I. Some apples are carrots.
  - II. Some carrots are mangoes.
  - III. Some bananas are not mangoes.
  - IV. No apple is banana.
- A. Only conclusion I follows.  
B. Only conclusion II follows.  
C. Only conclusion III follows.  
D. Only conclusion IV follows.

**Answer: A**

**Explanation:** Only conclusion I follows.





From the diagram, we can infer that only conclusion I will follow.

#### 18. Statements:

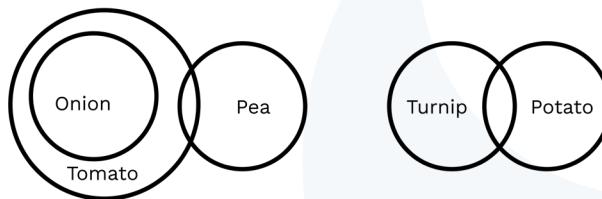
- All onions are tomatoes.
- Some tomatoes are peas.
- No pea is turnip.
- Some turnips are potatoes.

##### Conclusions:

- I. Some onions are peas.
- II. Some turnips are tomatoes.
- III. Some potatoes are onions.
- IV. Some turnips are onions.
  - A. If only conclusion I follows.
  - B. If only conclusion II follows.
  - C. None of the conclusions follow.
  - D. If both conclusions I and II follow.

#### Answer: C

**Explanation:** None of the conclusion follows.



According to the diagram, none of the conclusions follow.

#### 19. Statements:

- Most crabs are shells.
- No shell is a mouse.
- All mice are fishes.
- Few fishes are boards.

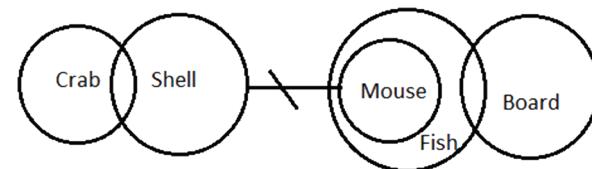
##### Conclusions:

- I. No shell is a fish.
- II. Some shells are fishes.
- III. Some crabs are boards.
- IV. Some mice are boards.
  - A. Only conclusion I follows.
  - B. Either conclusion I or conclusion III follows.

- C. Either conclusion I or conclusion II follows.
- D. Only conclusion IV follows.

#### Answer: C

**Explanation:** Either conclusion I or conclusion II follows.



From the diagram, we can infer that in conclusions I and II given elements are similar and individually wrong. Therefore, option C is correct.

#### 20. Statement:

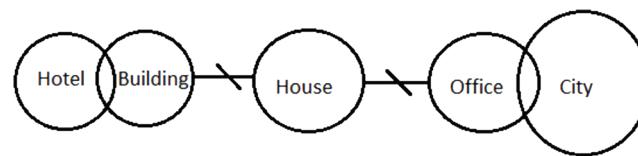
- Some hotels are buildings.
- No building is a house.
- No house is an office.
- Some offices are cities.

##### Conclusions:

- I. No office is a hotel.
- II. All offices are buildings.
- III. Some buildings are houses.
- IV. No office is a house.
  - A. Only conclusion I follows.
  - B. Only conclusion II follows.
  - C. Only conclusion III follows.
  - D. Only conclusion IV follows.

#### Answer: D

**Explanation:** Only conclusion IV follows.



From the diagram, we can infer that no office is a house, as stated in statement IV. Therefore, option D is correct.





Facts, Inferences, and Judgements or ‘FIJ’s’ is one of the simplest yet confusing critical reasoning topics that come in the entrance exams. For the past few years, Questions related to FIJs are important from the perspective of GATE and other engineering entrance exams. Questions related to FIJs have frequently been asked in engineering entrance exams. There are chances that questions related to this topic are asked in engineering entrance exams, including GATE.

## INTRODUCTION

### 1. Facts are observable, verifiable information.

Facts are what you see, with no opinions or values added. They are learned through our senses: sight, smell, hearing, etc. They exist outside the observer, meaning they are a reality, not the observer’s impression of that reality.

You need to read the words carefully here. It is a piece of information that is known to people but may or may not be true.

Let us see an example:

‘The Earth is flat’ was a fact at that time, but not now.

All Reported Statements which are mechanisms for reporting the content of another utterance without directly quoting it are Facts.

Axioms that are a statement or claim that is considered to be proven, accepted, or self-evidently true, are Facts.

For example, Honesty is the best policy.

Here, we are stating what society has said or believes. And, since all reported statements are facts, it is a fact too.

**Facts are:**

- Universal Truths
- Someone else’s opinion stated by the author
- Verifiable
- Data without any opinion

- Reported statements
- Axioms
- Anything that is seen, heard or read

**2. Inferences are based on analysis.** They are unknowable propositions based on the known. They are drawn from reason, or, to put it another way, they are founded on our prior experience. They reside within the spectator and, as a result, might vary depending on the observer’s past experiences.

**For example:** If there is a tsunami, people will be killed.

(Expectations or possibilities of something happening as a result of something else.)

FACT + LOGICAL DEDUCTION → INFERENCE

**An inference is:**

- Based on reality
- Many implications can be drawn from a single fact.
- It usually follows a cause-and-effect pattern.
- An inference is unaffected by one’s point of view.
- If a fact is altered, it loses its validity and becomes invalid.

Let us look at an example to understand the difference between a fact and an inference:

1. Prateek attends all the lectures.
2. Prateek is very regular when it comes to attendance.

Statement 1 is a fact whereas Statement 2 is an inference.

### 3. Judgements are subjective observations.

When it comes to judgements, I prefer not to use the phrase Judgement because inferences are frequently opinions as well. However, judgements are declarations of acceptance or disapproval. They are derived from our ideals



and convey our thoughts and feelings about something.

A Judgement is

- Any comment expressing favour or disapproval is referred to as a judgement.
- Does not provide a rational explanation for the same.
- Changes depending on the point of view
- The author's viewpoint is his or her own.

#### **Some tips to tackle FIJs (Fact Inference Judgement) :**

- Determine the primary clause to determine the core of a statement.
- The sentences may appear to be related at times, but because they are numbered independently, you must treat them as separate sentences.
- Take a look at them from the author's perspective. It's not a matter of fact, inference, or judgement for us.

#### **Some steps to follow:**

##### **1. Search for facts.**

These are the statements that cannot be changed and hence, are facts. Look for statements that have a personality saying something / historical event / universal truth/ daily events etc.

##### **2. Do not strike out any option because there is a possibility that you might have marked an inference as a fact.**

##### **3. Look for judgment.**

Check the statements where someone is showing approval or disapproval or judging a situation as good or bad etc.

##### **4. Search for inference**

##### **5. Check all the options with your obtained answer.**

Now, let us work on some questions.

#### **Example:**

Consider the following statements and identify the facts, judgements and inferences among them.

1. The Swachh Bharat Abhiyaan, according to the minister, is a fantastic initiative.
  2. The idea has been adopted by the city's schools, and preparations to start a variety of programmes have been created.
  3. The Swachh Bharat Abhiyaan will be a success because many elements of society are contributing to it.
  4. The Swachh Bharat Abhiyaan will contribute significantly to a cleaner India.
- A. FIJF                      B. FIIJ  
C. FFIJ                      D. JFFI

#### **Answer: C**

**Explanation: Statement 1:** According to the minister, the Swachh Bharat Abhiyaan is a fantastic effort. The keyword in this sentence is - Minister stated, which indicates that we are quoting someone's opinion and so making it verifiable. It is a FACT because it can be proven.

**Statement 2:** The idea has been adopted by the city's schools, and plans to launch a variety of programmes have been created. This entire sentence is verifiable, making it a FACT.

**Statement 3:** The Swachh Bharat Abhiyaan will be a success because many strata of society are contributing to it. By using the term success, this statement is expressing approval for the Swachh Bharat Abhiyaan. But consider the first part of the sentence: success is the result of diverse segments of society contributing to it. As a result, this is an INFERENCE because it is an unknown conclusion based on known data.

**Statement 4:** The Swachh Bharat Abhiyaan would help India become cleaner. This statement expresses approbation but does not explain why, making it a JUDGEMENT.



## PRACTICE QUESTIONS

### 1. Statements

- I. Privacy is the protection of one's personal information by oneself and security is how your personal information is protected by the authorized ones.
  - II. The technological advancements humans are making are undoubtedly the need of the house, but they also come with some repercussions.
  - III. When someone's data gets into the wrong hands, it can prove to be dangerous.
  - IV. Like we try to maintain balance in our daily life, it is also necessary to maintain the balance between the risks and benefits of trusting someone.
- A. FJIJ              B. FIJJ  
C. JIFF              D. JIIF

**Answer: A**

**Explanation:** Statement 1 is a fact as it provides definitions of the words like privacy and security which can be verified. Statement 2 is a judgement because it presents an opinion regarding technological advancements and further the positive or negative effects of these causes that are technological advancements can be challenged. Statement 3 is an inference because here lies a condition that if someone's data gets into the wrong hands, it 'can' prove to be dangerous, so it forms a cause-effect relationship that is verifiable as well. Statement 4 is again an opinion so it should be a judgement. Therefore, the correct answer is option A.

### 2. Statements

- I. Photoshop is a popular tool in the fashion photography field.
- II. Zendaya, a model in an interview said that "I believe that photo editors' primary goal is to promote a product; the alterations they make frequently

have negative consequences for viewers."

- III. The truth is that the retouching done by these editors has far-reaching consequences for our society.
  - IV. Photoshop editors and magazine photographers must recognise that they have a significant impact on how people perceive themselves and must accept that societal duty.
- A. FJJJ              B. FFJJ  
C. JIFF              D. JIIF

**Answer: B**

**Explanation:** Statement 1 is a fact as it provides a verifiable and observable statement. Statement 2 is a fact because it is a stated or reported statement about what Zendaya, a model, feels about photoshopping and its effect on people and society at large. Statements 3 and 4 are judgements because here the person, who wrote this piece of article is presenting his opinion about photoshopping and editing and further opinionated that they (photo shippers) must recognise that they have a significant impact on how people perceive themselves and must accept that societal duty. Therefore, the correct answer is option B.

### 3. Statements

- I. The definition of ambition is motivation or a strong urge to achieve something. An example of someone who has ambition is an ice skater who practices for hours each day in hopes of competing in the Olympics
- II. Ambition is like choler; which is humour that makes men active, earnest, full of alacrity, and stirring, if it is not stopped.
- III. But if Ambition is stopped, and cannot have his way, it becometh adust, and thereby malign and venomous.



- IV. Good commanders in the wars must be taken, be they never so ambitious; for the use of their service, dispenses with the rest; and to take a soldier without ambition, is to pull off his spurs.
- A. FJJI                  B. JFJI  
C. FIIJ                  D. FJIJ

**Answer: D**

**Explanation:** Statement 1 is a fact because it gives the general meaning of ambition which is the same for everyone. Statement 2 is a judgement because the writer here presents his view of what ambition is like or about, it's his opinion. Statement 3 is an inference because here the cause and effect relationship can be established like stooping an ambitious person can be detrimental as it will make him venomous. Statement 4 is a Judgement because the writer is presenting his view about an ambitious person via an example. Therefore, the correct answer is option D.

**4. Statements**

- I. The word Feminism is one of the most misused and misapprehended words of all time.
- II. But it's imperative we realise that feminism is not just a women's movement, it's a 'movement for all humans', that is concerned with the liberation of both, men and women.
- III. This discrimination is reflected in the statistics released by the government, which states that almost 50 per cent of teenage Indian girls are underweight and 52 per cent are anaemic.
- IV. Working women in India earn only 66% of what their male counterparts earn for the same amount of work. This gender pay gap and disparity in opportunities discourage women from performing well in the professional domain.
- A. FJJI                  B. JIFI  
C. FIIJ                  D. FJIJ

**Answer: B**

**Explanation:** Statement 1 is a Judgement because it tells the opinion of the author about feminism which might not be the same for everyone. Statement 2 is an inference because here the cause and effect relationship can be established like 'movement for all' leads to "liberation of all men and women". Statement 3 is a fact since it presents data that can be verified. Statement 4 is an inference because the writer is presenting his data and then substantiating it with his or her judgement leading to inference, in short, it is like less pay in jobs leads to a gender gap which ultimately leads to poor performance of women in the professional domain. Therefore, the correct answer is option B.

**5. Statements**

- I. A report suggests that India would be 27% richer if there were higher employment rates for women.
- II. In India, females make up only 11.2% of board members in firms which is less than the global average.
- III. India needs feminism because even professions and family roles have been stereotyped based on gender.
- IV. According to Paul Marth, a sociologist "Stereotyping in family roles includes how men are expected to be the sole breadwinners of a family and females are presumed to single-handedly take up the responsibilities of managing the home."
- A. FJJI                  B. JIFI  
C. FIIJ                  D. FJIJ

**Answer: D**

**Explanation:** Statement 1 is a fact because it presents data. Statement 2 is a judgement because it compares the data which can be verified. Statement 3 is an inference because here the cause and effect relationship can be established like India needs feminism because (why?) professions and family roles have been stereotyped based on gender. Statement 4 is a



fact because it is quoting someone's opinion. Therefore, the correct answer is option D.

#### 6. Statements

- I. Over the last 20 years, food grain production in India has risen from 198 million tonnes to 269 million tonnes.
- II. Ideally, this should have ensured that nobody went without access to food.
- III. National Food Security Act of 2013 covers 75% of the rural population and 50% of the urban population under its Targeted Public Distribution System.
- IV. Lack of food production or disruption in food distribution systems is the reason why India still struggles to battle hunger.  
A. FJFI              B. JIFI  
C. JIFJ              D. FJIF

#### Answer: A

**Explanation:** Statement 1 is a fact because it is presenting data. Statement 2 is a judgement because it is presenting an opinion and comparing as well that the larger food production should ensure that India moves out of starvation. Statement 3 is a fact as it is presenting data. Statement 4 is an inference because here the cause and effect relationship can be established like India still struggles to battle hunger due to Lack of food production or disruption in food distribution systems. Therefore, the correct answer is option A.

#### 7. Statements

- I. The abundance of food in the market is not sufficient to eradicate hunger unless people have the required purchasing power.
- II. Naturally, the poor have stopped consuming the more expensive food, which is relatively richer in nutrients. This is likely to further exacerbate the undernutrition crisis in India.
- III. Furthermore, out of the total funds allocated for the Mid-Day Meal Scheme

for children in 2018-'19, only 14 states in India utilised the funds entirely.

- IV. While the government has rejected the findings of the Global Hunger Index as "unscientific", we cannot ignore the dismal ground realities.
- A. FJFI              B. JIFI  
C. JIFJ              D. FJIF

#### Answer: C

**Explanation:** Statement 1 is a Judgement because the writer is presenting his opinion that an abundance of food on the market will not be enough to eliminate hunger unless people have the financial means to buy it. Statement 2 is an inference because it is establishing a cause and effect relationship. The cause is that the impoverished have ceased eating the more expensive, nutrient-dense food and the effect will be that the undernutrition epidemic in India is likely to worsen. Statement 3 is a fact as it is presenting data. Statement 4 is a judgement as the writer is presenting his opinion that rejecting the findings of the Global Hunger Index is something through which we cannot ignore the dismal ground realities. Therefore, the correct answer is option C.

#### 8. Statements

- I. The idea that some characteristics of an organism are explained by the organism's intrinsic nature, whilst others reflect the influence of the environment, is an ancient one.
- II. It has even been argued that this distinction is itself part of the evolved psychology of the human species.
- III. The idea that heritability scores measure the degree to which a characteristic is innate is a vulgar fallacy.
- IV. The belief that a trait is innate is today commonly expressed by saying it is 'in the genes' but genes play an essential role in the production of every trait.  
A. FJFI              B. JIFI  
C. IIFJ              D. FJJJ



### Answer: D

**Explanation:** Statement 1 is a fact because it is presenting a piece of information that has been proved many times earlier as well and it is now a proven and accepted statement. It's a biological fact. Statement 2 is judgement because here the writer is presenting his opinion about the distinction between an organism's intrinsic nature and other extrinsic nature. Statement 3 is again a judgement because the writer has an opinion that it is a common mistake to believe that heritability ratings reflect the degree to which a trait is innate. Statement 4 is again a judgement because the writer has an opinion that it is an assumption that a trait is innate, which is now widely articulated as 'in the genes,' however genes play an important part in the development of every trait. Therefore, the correct answer is option D.

### 9. Statements

- I. The Indian government had promised 10% of the GDP as Atmanirbhar (self-reliant) package for Covid recovery.
- II. We believe if this amount is spent judiciously on what we call an Indian Green Deal (IGD), India can come out on top of the crisis and stay ahead of the climate change curve.
- III. Further, the 5% investment in Infrastructure helps in the employment generating capacity of these sectors which is quite high when compared to the other employment generation policies will lead to the success of the Indian Green Deal
- IV. The green energy programme would result in curbing India's total carbon emissions by 0.8 gigatonnes by 2030.  
A. FJFI              B. FJIJ  
C. IIFJ              D. FJJI

### Answer: B

**Explanation:** Statement 1 is a fact because it is presenting data. Statement 2 is a judgement because it is presenting an opinion and further

predicting the belief that if this money is invested wisely in an Indian Green Deal (IGD), India would be able to weather the storm and stay ahead of the climate change curve. Statement 3 is an inference because it is trying to establish the connection between facts by using logical deduction to reach the conclusion. The fact that a 5% investment in Infrastructure will help in generating more employment opportunities than other policies leads us to the conclusion that the Indian Green Deal will succeed. Therefore, the correct answer is option B.

### 10. Statements

- I. India has refused to join an alliance to phase out coal on an urgent basis because it is aware that to phase out coal at this time is near an impossible task as 72% of India's electricity is generated by coal-fired power plants.
- II. Coal is inexpensive, and growing economies like India want low-cost fuels to meet their per capita demand.
- III. India contributes less to global pollution because India's carbon emissions are less as it accounts for 3% of total global emissions compared to 25% for the United States.
- IV. A green economy is a win-win proposition both on emissions (and pollution) and employment.  
A. FJFI              B. IIIJ  
C. IIFJ              D. FJJI

### Answer: B

**Explanation:** Statement 1 is an inference because it is trying to establish the connection between facts by using logical deduction to reach the conclusion. India has refused to join an alliance to phase out coal on an urgent basis because it recognises that doing so at this time is nearly unachievable, as coal-fired power plants supply 72 per cent of India's electricity. Statement 2 is again an inference as it is trying to establish a cause and effect relationship.



Growing economies like India want low-cost fuels to meet its per capita demand that's why it is resorting to coal which is inexpensive. Statement 3 is trying to establish a comparison between India and US in terms of carbon emission to reach a conclusion that India contributes less to global pollution. Statement 4 is a judgement as it is presenting the writer's opinion. Therefore, the correct answer is option B.

### 11. Statements

- I. Nobody has the right to not be offended. That right doesn't exist in any declaration I have ever read.
  - II. Acclaimed novelist Salman Rushdie said, "If you are offended, it is your problem, and frankly, lots of things offend lots of people."
  - III. A speech is called hate speech when the speech is 'offensive' and projects the 'extreme' form of emotion.
  - IV. The fact that defining features of sentiments is subjective leads to the rampant misuse of this clause and ultimately to the suppression of free speech.
- A. FJFI              B. IIJJ  
C. JFFI              D. FJJI

### Answer: C

**Explanation:** Statement 1 is a judgement by the writer as he is presenting his opinion. Statement 2 is a fact because it is quoting something that someone else has said. Statement 3 is again a fact because it is underlying a simple definition of hate speech which might be defined somewhere like any statute or law and is the same for everyone. Statement 4 is an inference because it is trying to establish a relationship between two things to reach a conclusion. The fact that defining features of sentiments is subjective results in rampant misuse of this clause and ultimately resulted in the suppression of free speech. Therefore, the correct answer is option C.

### 12. Statements

- I. Climate is sometimes mistaken for the weather.
  - II. Climate is measured over a long period of time, whereas weather can change from day to day, or from year to year.
  - III. Different places can have different climates.
  - IV. In polar regions, the warming global temperatures associated with climate change have meant ice sheets and glaciers are melting at an accelerated rate from season to season.
- A. JFJI              B. IIJJ  
C. JFJI              D. FJJI

### Answer: C

**Explanation:** Statement 1 is a judgement because it is presenting an opinion and comparison. Statement 2 is a fact because it is presenting a simple definition that is verifiable as it stands the same for everyone. Statement 3 is a judgement because it is a possibility that different places 'can' have different climates. Statement 4 is an inference because here the cause and effect relationship can be established like in polar regions, the warming global temperatures associated with climate change which is a cause that results in ice sheets and glacial melting at an accelerated rate from season to season. Therefore, the correct answer is option C.

### 13. Statements

- I. The focus on maternal mental health has not become an integral part of India's health care, despite India's national mental health program enacted in 1982.
- II. National statistics on Postpartum depression (PPD) in Indian mothers are lacking as data is limited to specific geographic regions.
- III. The overall aggregated prevalence of PPD in Indian mothers is estimated to be 22%, with the highest prevalence in



- urban areas (24%) and the southern regions.
- IV. Southern areas have a higher prevalence of maternal mental health issues due to increased urban slums and domestic violence levels.
- A. JFJI              B. IIJJ  
C. JFFI              D. JIFI

**Answer: D**

**Explanation:** Statement 1 is a judgement because here the writer is concerned about maternal mental health and wants it to become an issue of discussion by terming it as ‘an integral part of India’s health care’. But this maternal mental health concern might not hold the same importance for others, something which is non-verifiable. Statement 2 is an inference because it is establishing a cause and effect relation. The effect is that the National statistics on Postpartum depression (PPD) in Indian mothers are lacking and the cause is that the data is limited to specific geographic regions. Statement 3 is a fact as it is presenting data. Statement 4 is an interrogating statement because it is answering ‘why’. Here the issue is that the Southern areas have a higher prevalence of maternal mental health issues and “why” because of increased urban slums and domestic violence levels. So it is an inference. Therefore, the correct answer is option D.

**14. Statements**

- I. A girl’s birth is not preferred in India as she is typically considered a burden to her parents.
- II. There are expectations for a woman to deliver a male child.
- III. Discrimination against a female child may lead to foeticide or infanticide, a common practice along the ‘infanticide belt’ including Tamil Nadu.
- IV. Childbirth is labelled as the happiest time in a woman’s life; thus, feelings of anxiety or sorrow are considered taboo.

- A. JJIJ              B. IIJJ  
C. JFFI              D. JIFI

**Answer: A**

**Explanation:** Statement 1 is a judgement because it is an opinion of the writer that a girl’s birth is not preferred in India as she is typically considered a burden to her parents which can or cannot be the same for all, so it can’t be verified. Statement 2 is again a judgement because it is an opinion of the writer that there are expectations for a woman to deliver a male child which can or cannot be the same for all, so it can’t be verified. Statement 3 is an inference because it is establishing a cause and effect relation. The cause is discrimination and its effect is infanticide and foeticide. Statement 4 is again a judgement that is non-verifiable cause it might be different for different peoples. Therefore, the correct answer is option A.

**15. Statements**

- I. The most notable distinction between living and inanimate things is that the former maintain themselves by renewal.
  - II. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged.
  - III. While the living thing may easily be crushed by superior force, it nonetheless tries to turn the energies that act upon it into means of its own further existence.
  - IV. The plant uses light, air, moisture, and the material of soil to survive.
- A. JJII              B. IIJJ  
C. JIJF              D. JIFI

**Answer: C**

**Explanation:** Statement 1 is a judgement as it is an opinion of the writer. Further, the distinction between living and inanimate things that is the former maintains itself by renewal this “the most notable” for the writer but might not be



for others, so it is not verifiable. Statement 2 is an inference because here we can establish a cause and effect relationship. The cause is that when the stone's resistance is greater than the force of the blow struck and the effect is that it remains outwardly unchanged. Statement 3 is a judgement because it is an opinion that despite the fact that it is easily crushed by superior power, the living thing tries to transform the energies that act on it into means of its own continued life. Statement 4 is a fact because it is a universal truth. Therefore, the correct answer is option C.

#### 16. Statements

- I. In July 2020, India's peak electricity demand witnessed a new high at 200.57 GW.
- II. This new peak demand is indicative of the consistently rapid growth of per capita electricity consumption because it has increased from 914 kWh in 2012-13 to 1208 kWh in the 2019-2020 fiscal year, an increase of 32 per cent.
- III. While demand has been witnessing exponential growth, India's electricity generation capacity has not been able to keep pace.
- IV. The per capita energy consumption in India is close to half of the global standard on average in 2020.  
A. JJII              B. IIJF  
C. FIJF              D. JIFI

#### Answer: C

**Explanation:** Statement I is a fact as it is presenting data. Statement 2 is an inference because it is not just presenting data but at the same time it is comparing these data to reach a conclusion that due to India's per capita energy demand is increasing 'consistently'. So, it has used a fact and applied a logical deduction to reach a conclusion therefore it's an Inference. Statement 3 is a judgement as it is merely presenting an opinion without substantiating

it with facts. Statement 4 is again a fact as it is presenting verifiable data. Therefore, the correct answer is option C.

#### 17. Statements

- I. Owing to the rapidly increasing industrial base and an aspirational population with increasing purchasing power, India's energy demand in the next few years is set to grow manifold.
- II. At present, coal accounts for a larger portion of the energy generation capacity of India.
- III. India has already committed to net-zero emission by 2070 during the recent Cop26 event.
- IV. In order to meet net-zero emissions the country not only needs to reduce coal dependency but also rapidly expand renewable energy capacity to meet the expected rise in demand.  
A. JJII              B. IJFJ  
C. FIJF              D. JIFI

#### Answer: B

**Explanation:** Statement I is an inference because it is establishing a cause and effect relationship which is- India's energy demand is expected to skyrocket in the coming years as a result of its fast-expanding industrial base and aspirational populace with rising purchasing power. Statement 2 is judgement as the adjective 'larger' is not defined so it might be different for different peoples. Statement 3 is a fact that can be verified. Statement 4 is a judgement as it is suggesting that to achieve net-zero emissions, the government must not only cut its reliance on coal but also swiftly grow renewable energy production to satisfy anticipated demand, so it is a kind of opinion. Therefore, the correct answer is option B.

#### 18. Statements

- I. Globally, Nuclear power contributed close to 10.4% of electricity production in 2019, just 0.2 per cent higher than the previous year, though it has



- been reported the first increase in production since 2015.
- II. USA, France, China, and Russia are leading in nuclear energy production and India is far behind these countries as they are developed nations.
- III. The lack of progress on the expansion of India's nuclear energy capacity is particularly puzzling given that the country is not exactly a late adopter of the technology.
- IV. India has been operating nuclear reactors since 1957.
- A. JJII      B. IJFJ  
C. FIJF      D. JIFI

**Answer: C**

**Explanation:** Statement 1 is a fact because it is presenting data. Statement 2 is an inference because it is comparing India which is a developing nation with other developed nations in terms of nuclear energy capacity. Statement 3 is a judgement because it has used the adjective 'puzzling' in terms of India's performance in nuclear energy. This tells us that this fact about of India's performance might not be 'puzzling' for everyone. Statement 4 is a fact. Therefore, the correct answer is option C.

**19. Statements**

- I. With booming internet users on a daily basis, people are getting addicted to a new drug called the Internet.
- II. 4.66 billion people around the world used the internet in January 2021, up by 316 million (7.3 per cent) since this time last year.
- III. Global internet penetration now stands at 59.5% which is more than half of the world population, and with this rate within a decade, almost everyone on the planet will have internet access.
- IV. Marketers are using this for their benefit.
- A. JJII      B. JFJJ  
C. FIJF      D. JIFI

**Answer: B**

**Explanation:** Statement 1 is a judgement as it is a mere opinion of the writer which can or cannot be true for others. Statement 2 is a fact as it is presenting data. Statement 3 is a judgement as it is predicting the future that within a decade almost everyone on the planet will have internet access which can or cannot happen. Statement 4 is again a judgement as it is the opinion of the writer which is not the same for everyone. Therefore, the correct answer is option B.

**20. Statements**

- I. When we say brand, it is not just the products we have to offer but it is a combination of vision, mission, goals, and beliefs of the company which makes it a brand.
- II. Geoffrey, a market analyst says "Brand is something that is able to attract the target audience and they can also explain to the customers that it will add value to their lives and this is how a brand builds identity."
- III. Sports brands are the best example of brand-building via content marketing.
- IV. In 2021, the Nike brand was valued at approximately 30.44 billion U.S. dollars, which was a decrease of over four billion U.S. dollars from 2020.
- A. JJII      B. JFJJ  
C. JIHF      D. JFJF

**Answer: D**

**Explanation:** Statement 1 is a sort of suggestion that the writer is offering regarding brand therefore it's a judgement. Statement 2 is a fact because it is quoting someone's opinion and we have discussed earlier that reported or quoted statements are facts. Statement 3 is a judgement as we are using the adjective 'best' so, there can be cases like sports branding may be considered to be best for some persons and may not be by others. Therefore, it cannot be verified. Statement 4 is a fact as it is presenting data. Therefore, the correct answer is option D.



## 21. Statements

- I. Brazil has been a close multilateral partner in Indian foreign policy after the Cold War.
- II. It has been India's closest partner in BRICS (Brazil, Russia, India, China, and South Africa) therefore it has cooperated in dealing with the climate crisis, Security Council reform, and South-South cooperation.
- III. One reason for the non-fulfilment of desired goals is the lack of economic and strategic links between tier-two powers.
- IV. Mr Bolsonaro thus quotes Brazil and India's relationship to be 'very benevolent'.
  - A. JFII
  - B. FFJJ
  - C. JIIF
  - D. JFJI

### Answer: C

**Explanation:** Statement I is a judgement because it's somebody's opinion that Brazil has been a close multilateral partner in Indian foreign policy after the Cold War, it can or can't be true for the public in general. Statement II is an inference because it is assigning reason to substantiate why India and Brazil have been good friends. Statement III is an inference because it is again substantiating the reason for a cause and statement IV is a fact because it's a quoted statement. Therefore the answer is C.

## 22. Statements

- I. In a world marked by increased geopolitical rivalry and reduced multilateral cohesion, many two-tier nations are strengthening relations.
- II. The most striking example in the Indian context has been the deep relationship that has emerged with Brazil.
- III. Brazil is a developing economy because it has successfully implemented universal health care, adopted genetically modified crops, and navigated the urbanisation process.

- IV. Mr Bolsonaro has made deeply objectionable statements about women and climate.
  - A. JJIF
  - B. FFJJ
  - C. JIIF
  - D. JFJI

### Answer: A

**Explanation:** Statement I is a judgement because it is a mere opinion of the author, there could be the possibility that it is just a perception that is obviously different for different peoples. Statement II is a judgement because it is not assigning the reason for this declaration. Statement III is an inference because there is a cause-and-effect relationship, Brazil has successfully implemented universal health care, adopted genetically modified crops, and navigated the urbanisation process which is the cause for it being developed. Statement IV is a fact because it is a quoted statement or incident which can be verified. Therefore the answer is A.

## 23. Statements

- I. Human beings are naturally visual creatures.
- II. Our eyes, capable of counting single photons, have been optimized over evolutionary time to the very limits of the laws of physics.
- III. It's no surprise that we live in an era in which the visible competes for our attention ever more forcefully.
- IV. Our eyes and minds are bombarded by information, much of which we don't have time to process, let alone fully understand.
  - A. JJIF
  - B. FFJI
  - C. JIII
  - D. FFJI

### Answer: D

**Explanation:** Statement I is a fact because it can be verified as humans can be seen. Statement II is a fact because it's a natural truth that evaluation is necessary and is evident in many things as well. Statement III is a judgement because it's an opinion of the



writer which can or can't be true. Statement IV is an inference because it is establishing a relationship as to why the human mind can't process all the information because it's a sort of impossible task. Therefore the answer is D.

#### 24. Statements

- I. Forest fires or bushfires have been a part of "traditional" narratives in Australia, featuring prominently even in storytelling.
- II. However, the climate crisis has changed the traditional narrative of such 'normality' in current eco-fiction, exacerbating such events as disastrous and beyond the limits of the resilience of ecosystems.
- III. Starting in August 2019, this time, Australia's average temperature rise has been estimated to be about 1.4° Celsius above pre-industrial levels.
- IV. With Australia's average summer temperatures increasing, there has been an increase in the frequency and intensity of heatwaves and droughts
  - A. JIFJ
  - B. FIFI
  - C. JIIF
  - D. FIJF

#### Answer: B

**Explanation:** Statement I is a fact because it can be verified whether the Forest fires, often known as bushfires, have long been a component of 'traditional' Australian traditions, even appearing prominently in storytelling or not. Statement II is an inference because it is assigning the reason for the decreasing or vanishing of the traditional narrative.

Statement III is a fact because it is verifiable data. Statement IV is an inference because it has assigned the reason for the fact that the frequency and intensity of heatwaves and droughts have increased because Australia's average summer temperatures have risen. Therefore the answer is B.

#### 25. Statements

- I. Air pollution is now a public health emergency.
- II. As per the World Health Organisation, 14 of the 15 most polluted cities in the world are in India.
- III. Many cities in the world have experienced high pollution levels, and have made substantial progress with a sustained effort to eradicate them.
- IV. Beijing is a case in point, which adopted an intensive air pollution control strategy in 2013 — by the end of 2017, levels of dangerous fine particulate matter (PM2.5) had reduced by 35 per cent.
  - A. JIFJ
  - B. FIFI
  - C. FFIF
  - D. JIJF

#### Answer: C

**Explanation:** Statement I is a FACT as it is something that is evident and can be verified. Statement II is a fact because it is presenting data. Statement III is an inference because it is establishing a cause and effect relationship. Many cities throughout the world have endured high levels of pollution that's why they have made significant progress with consistent efforts to eradicate it. Statement IV is a fact as it is presenting data. Therefore the answer is C.