

## PARTS OF SPEECH

Parts of speech in a language mean the role or part played by a word in a sentence. This is similar to the roles we play in our lives. In one place you might be a student, in another a friend, yet in another, if you are working, you might be a boss or a subordinate. We also play different roles at home when we interact with different people. In all the roles we play, our role and interaction depends upon the relationship with the people with whom we are interacting. Similarly, words are categorized according to the role or part they play in a sentence. Seeing a word, we cannot categorize it as a noun/ pronoun/ verb/ adjective etc. In order to categorize a word, we need to know what role it plays in the sentence. Words are normally categorized into 8 parts of speech. Here we give you the categories with some examples:

Part of Speech	Function	Example Words	Example Sentences
NOUN	Name of a person, place, thing or quality	Girl, Manchester, Gandhiji, peace, honesty	• <i>Gandhiji</i> loved peace.
PRONOUN	Words used instead of a noun	He, she, our, theirs, my ...	• <i>She</i> is <i>our</i> teacher.
ADJECTIVE	Words used to describe nouns.	Beautiful, big, tall, awesome ...	• The girl is <i>tall</i> . • Gandhi was a <i>great</i> leader.
VERB	Words which tell the state of a thing, possession and action.	Be verbs, have verbs and do verbs, am, Is, are, was, were, have, has, had Do, does, did work, talk, walk ...	• <i>She is</i> my friend. • He <i>paints</i> well. • She <i>works</i> meticulously.
ADVERB	Words which tell us where, when and how an action takes place, as well as to what degree an action takes place.....	fast, very, sincerely, properly, quite .....	• She works <i>fast</i> . • This train is <i>quite fast</i> .
PREPOSITION	Words which tell us the position or relationship between two nouns in a sentence.	In, on, between, under, for, near, by, with ...	• There's a park <i>near</i> my house. • Your pen has fallen <i>under</i> the chair.
CONJUNCTION	Words which join other words or sentences to make language more concise	And, but, or, neither...nor, either...or, so when, while, who whom.....	• Bread <i>and</i> butter is taken by many for breakfast. • He started early <i>but</i> could not reach on time.
INTERJECTION	Words used to express sudden feelings and expressions.	Wow! Great! Spectacular! Awesome!	• <i>Wow!</i> What a great shot! • What a <i>spectacular</i> performance!

Let's see these parts of speech in detail:

## NOUN

Nouns are commonly called naming words. *i.e.* names of persons, places, things, quality and material.

**Nouns are of five kinds:**

- **Proper nouns** are names of persons, places, rivers and mountains.

e.g.: Ravi, India, Hyderabad, Godavari, Himalayas.

These always start with a capital letter.

- **Common nouns** are names given commonly for places, persons, animals, things etc.

e.g.: village, town, boy, girl, dog, pen, pencil, trees, etc

- **Collective noun** is the name given to a group of animals, things and people.

e.g.: a staff of teachers, a school of fish, a flock of birds, a bunch of grapes etc.

- **Abstract noun** is the name given to things which cannot be seen or felt, but thought of.

e.g.: happiness, wisdom, intelligence, patience etc.

- **Material nouns** refer to the names of material of which products are made.

e.g.: wood, leather, silk etc.

Apart from this, nouns are also classified according to number and gender.

**Number:**

- All nouns which can be counted are called *countable*.

e.g.: books, girls, pens, rooms, villages etc.

- Nouns which cannot be counted are called *uncountable*.

e.g.: milk, oil, hair, stars, news, advice, information etc.

1. Countable nouns can be either singular or plural. Singular denotes one and plural denotes more than one. Plurals are formed by adding- 's', 'es' or 'ies'.

e.g.: Girl – Girls, Church – Churches, Lily – Lilies.

2. Words ending in 'f' and 'fe' change into 'ves'.

e.g.: Life – Lives, Wife – Wives.

3. Plurals are also formed by changing the middle vowel. e.g.: Man – Men, Foot – Feet, Mouse – Mice

4. Words ending in 'y' preceded by a consonant change into 'ies' to form plurals.

e.g.: Story – Stories, Baby – Babies, Lady – Ladies.

5. Words of foreign origin form their plurals in a different way.

e.g.: Alumnus – Alumni, Curriculum – Curricula, Medium – Media.

There are certain exceptions to these rules which have to be memorized.

e.g.: Ox – Oxen, Roof – Roofs, Safe – Safes.

6. Some nouns do not have a plural form and are always used with a singular verb.

e.g.: advice, news, furniture.

The news is good.

Wooden furniture is expensive.

Your advice has been taken.

7. Units of counting hundred, thousand, pair, dozen, score etc, retain their singular form when used after numbers.

e.g.: She bought two score papers for her project.

(not *two scores*)

I need three dozen eggs.

Four hundred chairs were ordered for this hall.

8. Some nouns are used only in the plural:

a) Names of certain instruments which are used as a pair: scissors, pincers, pliers, tongs, spectacles.

b) Names of certain articles of dress: trousers, pants, shorts.

c) Names of certain diseases: mumps, measles.

d) Names of certain games: billiards, draughts.

e.g.: His new spectacles are very expensive.

These tongs are damaged.

His trousers are short.

Billiards is an interesting game.

**Gender:** There are four types of genders.

- Masculine gender refers to males.

e.g.: man, boy, lion, conductor.

- Feminine gender refers to females.

e.g.: woman, girl, lioness, conductress.

- Common gender refers to both males and females.

e.g.: child, teacher, engineer, servant.

- Neuter gender refers to lifeless or inanimate objects.

e.g.: table, book, chair etc.

### Troublesome Rules and Confusing Areas

1. Failure in identifying nouns leads to common mistakes. Nouns generally end in:

-ness	- kindness, sadness, happiness
-tion	- nation, ration, action
-ssion	- commission, omission, permission, mission
-er	- player, driver, scavenger
-ice	- justice, practice
-sion	- division
-ance	- finance
-ment	- government, increment
-hood	- neighborhood, childhood
-dom	- freedom, kingdom, martyrdom
-cy	- hesitancy, piracy, conspiracy
-ist	- florist, chemist, dentist
-ity	- charity, enmity, locality
-ship	- friendship, workmanship

2. Plurals of possessive nouns, which end in the letter 's', are formed by adding an apostrophe after the word.  
e.g.: Srinivas' desk, students' notebooks, girls' hostel.

3. In case of joint possession, only the last word shows possession.

e.g.: Rani and Raju's dog.

4. In compound nouns only the last word shows possession.

e.g.: Father-in-law's house, Editor-in-chief's office.

5. Material nouns are not used in plural numbers.

e.g.: This furniture is made of *wood*. (not *woods*)

6. A collective noun usually takes a singular verb and is substituted by a singular pronoun.

e.g.: The team *has* performed well. *It* has scored the highest number of runs in this series.

But, if the members of the group act as individuals, not as a group, then the collective noun takes a plural verb and is substituted by a plural pronoun.

e.g.: The council *has* submitted its report.

(Here, *the council* is used as singular. So, singular verb, *has* is used)

The council *are* divided on the outcome of the issue.

(Here, the council is used as plural. So, plural verb, *are* is used).

### Correction of Sentences

1. The crowd were very big. (*was*)

2. The chair is made of woods.

(no plural for material nouns)

3. My spectacles is broken. (*spectacles* is always plural so verb should be '*are*'. *Spectacle* also means scene).

4. The Indian Army are helping the people of Nepal affected by earthquake. (*is*)

5. Sachin Tendulkar scored more than twenty thousands runs in test cricket.

(*thousand* - units of counting retain singular form).

6. His trouser is new. (*trousers* - always plural)

His trousers are new – *Correct*.

7. He has a lot of properties. (*property* - abstract nouns not used in the plural)

8. He has bought new furnitures. (*furniture*-no plural)

9. She has got her hairs cut. (*hair* - not countable)

10. You must brush your teeths regularly.

(*teeth* itself is the plural form)

11. The childrens of this school have performed well in the public examination.

(*Children* - itself is the plural form)

12. His wives purse was stolen. (*wife's*)

13. I am visiting the New Delhi.

(no article needed for proper names)

14. He ate two breads for breakfast.

(*two slices of bread*. *bread* is not countable)

15. Ten miles are a long distance. (*is*)-a unit of distance so used as a singular.

## SUBJECT - VERB AGREEMENT

1. All subjects must agree in number and person with the verb.

e.g.: The *students* of the primary section *are* going on a picnic.

The *quality* of these mangoes *is* very good.

2. Two or more singular subjects connected by '*and*' usually take a verb in the plural.

e.g.: Sheela and Ragini *are* here.

Wealth and generosity *don't* go together.

3. If two singular nouns refer to the same person or thing the verb must be singular.

e.g.: My best friend and confidant *has* come.

(a *confidant* is a friend in whom you can confide your secrets)

The Chairman and Managing Director *is* going to address the employees.

4. If two subjects together express one idea, the verb is singular:

e.g.: Slow and steady *wins* the race.

Bread and butter *is* his only food.

5. Words joined to a singular subject by '*with, together with, in addition to, or as well as*' are parenthetical and so the verb should be in singular.

e.g.: The house with its contents *was* insured.

The price of silver as well as gold *has* fallen.

6. Two nouns qualified by '*each*' or '*every*' even though connected by '*and*' require a singular verb.

e.g.: Each senior member *was* honored.

Every man and woman *was* present at the festival.

7. Two or more singular subjects connected by '*or, neither..... nor, either.....or*' take a verb in the singular.

e.g.: Neither he nor I *was* there.

Either he or I *am* mistaken.

8. When the subjects joined by '*or, nor*' are of different numbers, the verb must be plural and the plural subject must be placed before the verb.

e.g.: Rana or his brothers *have* done this.

Neither the Principal nor the teachers *were* present.

9. When the subjects joined by '*or, nor*' are of different persons, the verb agrees in person with the one nearest to it.

e.g.: Either he or I *am* mistaken.

Neither you nor he *is* to blame.

10. A singular verb should be used with a collective noun, when the collection is thought of as one whole.

A plural verb should be used with a collective noun when it refers to the individuals who comprise it.

e.g.: The crew *was* large.

The crew *were* taken prisoners.

The council *has* chosen its president.

The council *are* divided on the issue of making Aadhar card mandatory.

11. Some nouns which are plural in form, but singular in meaning, take a singular verb.

e.g.: The news *is* true.

Civics *is* important for people who wish to enter the civil services.

12. When the plural noun is a proper name for some single object or some collective unit, the verb should be singular.

e.g.: The United States *has* a big army.

Gulliver's travels *was* written by Swift.

13. When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.

e.g.: Ten miles *is* not a short distance.

Fifty thousand rupees *is* a large sum.

14. A common blunder is to leave the Participle without proper subject.

e.g.: Sitting on a gate, a scorpion stung him. (*wrong*)  
(who was sitting on the gate)

While he was sitting on the gate a scorpion stung him. (*correct*)

Being a hot day, I stayed at home. (*wrong*)

(who or what is the hot day)

It being a hot day, I stayed at home. (*correct*)

### Correction of Sentences

1. She is going to temple everyday.

(simple present; so *goes*)

2. These school children needs books and pencils. (*need*)

3. When he is playing cricket, he fell down. (*was playing*)

4. She has completed her graduation last year.

(remove '*has*')

5. They are living here since 2010. (*have been living*)

6. When the ambulance came the patient died. (*had died*)

7. They are having the same car for 10 years. (*have had*)

8. She will leave for Mumbai tomorrow. (*is leaving*)

9. We have gone to Chennai last week. (*have been to*)

10. She is hearing to carnatic music. (*listening*)

11. She never visited Charminar before.

(*had never visited*)

12. Your parcel didn't come yet. (*hasn't*)

13) He sleeping while his wife cleaning the house.

(*was sleeping ..... was cleaning*)

14. I am liking mangoes. (*like*)

15. He is always forgetting my phone number. (*forgets*)

# CONJUNCTION

• A conjunction is a word which merely joins together words or sentences, they do no other work.

e.g.: She *and* her friends are visiting us.

He came early *but* couldn't complete the work.

• Some conjunctions are single and some conjunctions are used in pairs. Some of these are:

*either – or, neither – nor, not only – but also, though – yet, whether – or* etc. these conjunctions which are used in pairs are called Correlative Conjunctions or just Correlatives.

• Some compound expressions are also used as conjunctions and these are called compound conjunctions. Some of these are:

*even if, as though, as well as, as if, as soon as, so that, in order that* etc.

Conjunctions are divided into two classes:

Coordinating and Subordinating.

• **Coordinating Conjunctions** bring together two independent statements or two statements of equal rank or importance. The main coordinating conjunctions are: *and, but, or, nor, also, either-or, neither-nor*.

e.g.: He is slow *but* steady.

The thieves broke the door *and* entered the house.

You must return the book tomorrow *or* pay the fine.

• **Subordinating conjunctions** bring together two statements or clauses, one of which is dependent on the other. The chief subordinating conjunctions are:

*after, because, if, that, though, although, till, before, unless, as, when, where, while*.

e.g.: You will pass *if* you work hard.

He didn't speak up *because* he was afraid.

*Though* he was ill, he attended the meeting.

He came *after* I had left.

Subordinating conjunctions may be classified according to meaning or function:

## 1. Time:

e.g.: I knew him *before* he came here.

I waited *till* the train arrived.

## 2. Cause or reason:

e.g.: *Since* you say so I must believe it.

He did not come *because* you did not call him.

## 3. Purpose:

e.g.: We eat *that* we may live.

He deserved the prize *for* he had worked hard.

## 4. Result or consequence:

e.g.: He was rude *so* he was punished.

## 5. Condition:

e.g.: *Unless* you bring your Passport, the tickets cannot be booked.

*If* you had asked me earlier, I could have helped you.

## 6. Comparison:

e.g.: She is *as* tall as her sister.

He is richer *than* I am.

## 7. Concession: For example,

*Although* he worked hard, he could not get a state rank.

*Though* he is strong, he is unable to do this work.

## Troublesome Rules and Confusing Areas

1. The most common mistake is the placement of the conjunction. The conjunction should be placed just before the clause it introduces.

e.g.: It is raining *because* he has not come. (*incorrect*)

He has not come *because* it is raining. (*correct*)

2. 'Scarcely' is followed by 'when'.

e.g.: *Scarcely* had we entered the house *when* it started raining.

3. 'No sooner' is followed by 'than'.

e.g.: No sooner had she got her results *than* she got a job.

4. 'Neither' is followed by 'nor'.

e.g.: He is *neither* intelligent *nor* hardworking.

5. While using 'not only . . . but also', the verb must agree with the noun or pronoun mentioned second.

e.g.: Not only the students but the teacher were also injured. (*incorrect*)

Not only the students but the teacher *was* also injured. (*correct*)

## Correction of Errors

1. He is sincere and also hardworking.

(*not only - but also*)

2. She asked me whether I had a pen or not.

(*'or not'* can be omitted)

3. He did not come or sent a message. (*neither ..... nor*)

4. He not only broke the glass, but threw it away.

(*not only.... but also*)

5. Both he and I contributed to the fund. (no error)

6. No sooner had the bell rung then the students ran out. (replace '*then*' with '*than*')

7. She is taller as her sister. (*as tall as*)

8. He worked hard and could not get a state rank. (you can use '*but*' instead of '*and*', or start the sentence with '*Although*')

9. There is a bus strike because she is not coming.

(*she is not coming because there is a bus strike*)

10. He will return the money on the 1<sup>st</sup> or 2<sup>nd</sup>.

(*He will return the money either on 1<sup>st</sup> or 2<sup>nd</sup>*)



## ANTONYMS

Antonyms are words that have the opposite meaning of a given word. In this section, you are given a word and asked to choose a word, or phrase, which is most nearly opposite in meaning to that word. When you are doing the antonym portion of the Campus recruitment tests, keep in mind the prefixes, suffixes, and roots that you learned while developing your vocabulary. While testing your ability on questions pertaining to Antonyms, the first thing to be observed is your ability to grasp the meaning of the given word and to distinguish between the fine shades of meaning. Unless you know the meaning of the given words, you will not be able to find out or choose the exact antonym from the options given. Mostly antonyms appear in the form of nouns, verbs and adjectives.

### Strategies to Solve Questions Based on Antonyms:

1. Check whether the question word and the opposite of the word given under the options are in the same parts of speech.
2. You should have an idea of the roots of the words and know their meanings. For example, in the word *benefactor*, if you know the meaning of *been* you will be able to guess the meaning of the word, and opt for the best antonym.
3. Look for the best answer and not for the ideal. Eliminate two or three of the options if they are nowhere related to the given word.
4. Do not go for an antonym which is too limited or too broad to be an opposite.
5. When you get confused about the antonym to be chosen, try to think of how you have heard the word used before. You may discover a suitable context to guess the exact antonym.

#### 1. DILAPIDATED

- a) ruined                      b) condemned                      c) renovated  
d) destroyed                      e) shabby

**Explanation:** *Dilapidated* means 'falling apart'; Therefore options-*a* and *d* can be eliminated as they show intentional actions. The only word which means making good to look as new is '*Renovated*'. It stands out as the best antonym. Option-*b* means 'to disapprove' so that is also not suitable.

#### 2. MELODIOUS

- a) mellifluous                      b) unpleasant                      c) spiritual  
d) comfort                      e) indefinite

**Explanation:** In this example, the word '*Melodious*' means 'Mellifluous', means pleasant in sound. The options-*c*, *d* and *e* are irrelevant in this context. The

only antonym is option-*b*—Unpleasant.

#### 3. PROFUSION

- a) deficiency                      b) certainty                      c) proliferation  
d) largeness                      e) maximum

**Explanation:** '*Profusion*' means excess, surplus, fullness, prolificacy. So, options-*c*, *d* and *e* can be eliminated. Certainty, generally means confidence. *Deficiency* means lack or shortage. Hence, option-*a* is correct choice.

### CONCEPTUAL EXAMPLES

#### 1) ABUNDANCE

- a) Sufficiency                      b) Plenty                      c) Resign  
d) Decrease                      e) Dearth

**Explanation:** *Abundance* means plentiful or in great quantity. Option-*a* and *b* synonymous to *abundance*. Option-*c*, *d* are irrelevant in the present context. *Dearth*, which means scarcity or lack of something, is the antonym of the given word. Hence, option-*e* is correct.

**Ask doubt with Question Id: 5619**

#### 2) ABDUCT

- a) Release                      b) Abbreviate                      c) Degrade  
d) Give Up                      e) Kidnap

**Explanation:** The prefix '*ab*' generally denotes 'away from' or 'off'. For example *absent*, *abnormal*, *aversion* etc. The suffix '*duct*' generally means 'to lead'. For example *conduct*, *induct* etc. *Abduct* means 'to carry off by force' or 'lead away by force' or 'kidnap'. Opposite of *abduct* is to release, to let go, to give etc. Option-*d* is not an appropriate antonym of *abduct*. Hence, option-*a* is the best choice.

**Ask doubt with Question Id: 5620**

#### 3) ABANDON

- a) Continue                      b) Steal                      c) Restoration  
d) Desert                      e) Abnormal

**Explanation:** The root word '*don*' gives meaning as 'to give' or 'to gift'. For example *pardon*, *donation* etc. *Abandon* means 'to leave completely', 'to give up the control of', 'discontinue' or 'withdraw from'. Opposite is to continue or take control of. Hence, option-*a* is the correct choice.

**Ask doubt with Question Id: 5621**

#### 4) BOLD

- a) Bald                      b) Hairless                      c) Brave                      d) Timid                      e) Thick

**Explanation:** *Bold* means confident and courageous. Option-*a*, *b* and *e* are completely irrelevant. Option-*c* is synonym of *bold*. *Timid* means lack of courage or confidence. Hence, it is the correct choice.

**Ask doubt with Question Id: 5623**

**5) BARBAROUS**

- a) Sharp                      b) Naked                      c) Rough  
d) Cruel                      e) Civilized

**Explanation:** *Barbarous* means extremely brutal, cruel or uncivilized. Hence, option-*e* is correct choice.

**Ask doubt with Question Id: 5624**

**6) DILIGENT**

- a) Stupid                      b) Hard Working                      c) Daring  
d) Idle                      e) Intelligent

**Explanation:** The root word '*dilig*' means to choose, select or like. *Diligence* means constant and earnest effort to accomplish what is undertaken. Antonym of *diligence* is lazy, casual, idle. Hence, option-*d* is correct.

**Ask doubt with Question Id: 5625**

**7) EXTRAVAGANT**

- a) Frugal                      b) Luxurious                      c) Bright  
d) Lavish                      e) Spend-Thrift

**Explanation:** The root word '*extra*' as a prefix means beyond or outside of. *Extravagant* means lavish, going beyond what is deserved or justifiable, spendthrift, reckless etc. Option-*b*, *d* and *e* are synonyms of extravagant. Option-*c* is irrelevant. *Frugal* means little, saving, not wasteful. Hence, *frugal* is the antonym of *extravagant*.

**Ask doubt with Question Id: 5626**

**8) AFFIRM**

- a) Declare                      b) Contradict                      c) Negative  
d) Assent                      e) Assert

**Explanation:** The root word '*firm*' generally means strong or steadfast. For example, confirm, infirm, affirm etc. Affirm means to state the truth emphatically or publicly. *Assent* means to express approval. *Assert* means to state a fact. So, option-*a*, *d*, and *e* cannot be the antonym. Option-*b-contradict*, which means to deny the truth of a statement.

**Ask doubt with Question Id: 5628**

**9) FRESH**

- a) Delicious                      b) Rest                      c) Refresh  
d) New                      e) Stale

**Explanation:** *Stale* means no longer fresh or pleasant to eat. For example, *Stale bread*. Hence, option-*e* is correct.

**Ask doubt with Question Id: 5629**

**10) COMPLIANCE**

- a) Agreement                      b) Compliment                      c) Refusal  
d) Complement                      e) Regards

**Explanation:** *Compliance* is the noun form of *comply* which means to agree. *Refusal* means to decline to agree. Hence, option-*c* is the correct choice.

**Ask doubt with Question Id: 5630**

**11) FICKLE**

- a) Second                      b) Scratch                      c) Little  
d) Changing                      e) Constant

**Explanation:** *Fickle* means changing. Opposite of changing is being constant, which is option-*e*.

**Ask doubt with Question Id: 5631**

**12) FRANK**

- a) Open                      b) Candid                      c) Straight- Forward  
d) Deceptive                      e) Stubborn

**Explanation:** Option-*a*, *b* and *c* are synonyms of *frank*. Option-*e* is irrelevant. *Deceptive* means misleading, bogus, cheating etc. Hence, option-*d* is correct choice.

**Ask doubt with Question Id: 5632**

**13) GENUINE**

- a) Genius                      b) Pure                      c) Real  
d) Generation                      e) Spurious

**Explanation:** *Spurious* means fake or false or not genuine. Hence, option-*e* is correct.

**Ask doubt with Question Id: 5633**

**14) HOPE**

- a) Sadness                      b) Meekness                      c) Humility  
d) Despair                      e) Pride

**Explanation:** *Despair* means absence of hope. *Meekness* means submissiveness, gentle. So, option-*d* is correct

**Ask doubt with Question Id: 5634**

**15) ATTACK**

- a) War                      b) Offend                      c) Fight  
d) Quarrel                      e) Defend

**Explanation:** The antonym of *attack* is to *defend*.

**Ask doubt with Question Id: 5635**

**16) DEFICIT**

- a) Surprise                      b) Surplus                      c) Budget  
d) Finance                      e) Insufficient

**Explanation:** *Deficit* means lack or shortage. Opposite of *deficit* is surplus or profit.

**Ask doubt with Question Id: 5636**

**17) HASTE**

- a) Hurry                      b) Waste                      c) Strictness  
d) Delay                      e) Impure

**Explanation:** *Haste* means excessive speed, quick or hurry. Opposite is *delay*.

**Ask doubt with Question Id: 5637**

**18) LENIENT**

- a) Convenient                      b) Pleasing                      c) Happy  
d) Glad                      e) Rigorous

**Explanation:** *Lenient* means more merciful or tolerant than expected. Option-*e* - *rigorous* means strict, careful, severe etc. Remaining options are not connected with the question.

**Ask doubt with Question Id: 5638**

## SYNONYMS

A synonym is a word or expression accepted as a figurative or a symbolic substitute for another word or expression. It has the same or almost the same meaning as that of another word in the same language.

English being the language with the largest number of words, it has many synonyms. A strong grasp of words, their **synonyms** (meanings) and **antonyms** (opposites) goes a long way towards enhancing your ability to comprehend and express clearly.

e.g.: The words *see, look, view, watch, glance* etc more or less have the same meaning so they are synonyms. They may however differ slightly in degree of abstraction.

### • Type: 1

#### 1. Agenda

- a) Assignment b) Schedule c) Correction d) Annexure

**Explanation:** *Agenda* means organized plan for matters to be attended to during a meeting. In this context, *schedule* is nearest in meaning though it isn't a clear meaning of agenda. So option-b is correct choice.

#### 2. Effort

- a) Attempt b) Create c) Wonder d) Overtake

**Explanation:** *Effort* is an action intended to do or accomplish something. So option-a is correct.

### • Type: 2

Four pairs of words are given below. Each pair consists of two words which have more or less similar meaning. Find the pair which have opposite meanings.

1. a. Induce/ Coax b. Fatal/ Deadly  
c. Disparate/ Alike d. Abettor/ Thief

**Explanation:** Except option-c, all other pair of words have more or less similar meaning. Hence, option-c is correct choice.

2. a. Authentic/ Genuine b. Genius/ Aptitude  
c. Ghastly/ Pretty d. Gruesome/ Grim

**Explanation:** Ghastly means horrifying and pretty means attractive. Hence, option-c is correct choice.

### • Type: 3

**Find the appropriate synonym of the word in bold in the below sentence.**

1. He changed his statement so many times that entire his message became **ambiguous**.

- a) clear b) impressive c) unimpressive d) unclear  
The correct answer is (d) unclear.

2. There was crazy **pandemonium** as people were trying to leave the rock concert.

- a) Silence b) craziness c) chaos d) order  
The correct answer is (c) chaos.

## EXERCISE - I

**In each of the sentences, one word is given in bold and four options are given. Select the word or phrase nearest in meaning to the word given in bold.**

1. The engineers subjected the engine to **exhaustive** tests.

- a) Complicated b) Thorough  
c) Exclusive d) Compulsory

**Explanation:** *Exhaustive* means thorough, complete or in-depth. Hence, option-b is synonym of *exhaustive*.

**Ask doubt with Question Id: 8432**

2. The inspector was a **vigilant** man.

- a) Intelligent b) Ambitious c) Watchful d) Smart

**Explanation:** The root word '*vigi*' means watchful, wakeful or alert. For example, *vigilant, invigilation, surveillance, reveille* etc. *Vigilant* means careful or watchful. Hence, option-c is correct choice.

**Ask doubt with Question Id: 8433**

3. The Professor is one of the most **erudite** in our college.

- a) Boring b) Pleasant c) Learned d) Demanding

**Explanation:** *Erudite* means well educated or cultured. *Learned* is the synonym of *erudite*.

**Ask doubt with Question Id: 8434**

4. The world leader are trying to prevent the **proliferation** of nuclear weapons.

- a) Use b) Increase c) Expansion d) Extension

**Explanation:** *Proliferation* means rapid increase. Option-b is the best suitable synonym for *proliferation* than option-c and d.

**Ask doubt with Question Id: 8435**

5. The tribunal's order may finally nudge the two warring groups to come to an **amicable** solution.

- a) Just b) Appropriate c) Durable d) Friendly

**Explanation:** The prefix '*am*' generally denotes friendly, casual or lovable. For example, *amiable, amateur, amicable* etc. *Amicable* means friendly, peaceful, polite etc. Hence, option-d is correct choice. *Durable* means long-lasting or strong.

**Ask doubt with Question Id: 8436**

6. The poor old man seems **famished**.

- a) Exhausted b) Peevish c) Hungry d) Relaxed

**Explanation:** *Famished* means being extremely hungry. For example, 'After such a long walk in the mountains, they were tired and famished for food and sleep'.

**Ask doubt with Question Id: 8437**



7. The police is carrying out the enquiry as **expeditiously** as possible.

- a) Speedily      b) Fairly      c) Timely      d) Justly

**Explanation:** *Expeditiously* means in an efficient manner or acting with speed. Hence, option-a is correct.

**Ask doubt with Question Id: 8438**

8. He received **accolades** for his work.

- a) Greeting      b) Reprimand      c) Criticism      d) Award

**Explanation:** *Accolade* means strong praise or recognition of achievement. Hence, the suitable synonym is *award*. *Reprimand* and *criticism* are antonyms of *accolade*.

**Ask doubt with Question Id: 8439**

9. She is **parsimonious** by nature.

- a) Cruel      b) Haughty      c) Miserly      d) Spendthrift

**Explanation:** *Parsimonious* means one who is unwilling to spend money. *Spendthrift* is the one who spends money carelessly. *Cruel* and *haughty* are irrelevant in the present context. *Miserly* means greedy. Therefore, option-c is the synonym of *parsimonious*.

**Ask doubt with Question Id: 8440**

10. The Principal **reprimanded** the students for their behavior.

- a) Praise      b) Rebuke      c) Punish      d) Reward

**Explanation:** *Reprimand* means to criticize or express disapproval. *Rebuke* also means harsh criticism. But *praise* and *reward* are antonyms of *reprimand*. *Punish* means to penalize or to handle severely or roughly. For example, '*criminal acts would be punished by up to ten years in prison*'. So, *punish* is not an appropriate synonym of *reprimand*. Hence, option-b is correct.

**Ask doubt with Question Id: 8441**

11. The player score 80 in his **maiden** performance.

- a) Fresh      b) Primary      c) Girlish      d) First

**Explanation:** *Maiden* means first or earliest.

**Ask doubt with Question Id: 8442**

12. There were **intermittent** showers yesterday.

- a) Prolonged      b) Sporadic  
c) Incoherent      d) Intervening

**Explanation:** *Intermittent* means occurring at regular intervals. *Sporadic* also means the same.

**Ask doubt with Question Id: 8443**

13. The **veracity** of his statements should be checked.

- a) Misery      b) Reliability  
c) Truthfulness      d) Wisdom

**Explanation:** The root word '*ver*' denotes truth, real etc. For example, *verify*, *veracious*, *veracity*, *verdict* etc. Hence, option-c is correct.

**Ask doubt with Question Id: 8444**

14. He runs a **lucrative** business after office hours.

- a) Challenging      b) Dangerous  
c) Profitable      d) Questionable

**Explanation:** *Lucrative* means profitable or remunerative.

**Ask doubt with Question Id: 8445**

15. To succeed in an **endeavour** one needs a lot of luck.

- a) Plan      b) Enterprise      c) Tick      d) Effort

**Explanation:** *Endeavour* means an attempt to achieve a goal. So, option-d is correct.

**Ask doubt with Question Id: 8446**

16. We should **emulate** our freedom fighters.

- a) Study      b) Admire      c) Follow      d) Imitate

**Explanation:** *Emulating* means copying or imitating.

**Ask doubt with Question Id: 8447**

17. These concepts are **obsolete**.

- a) Boring      b) Unfashionable  
c) Unwanted      d) Outdated

**Explanation:** *Obsolete* means no longer in use. So, *outdated* is the synonym.

**Ask doubt with Question Id: 8448**

18. The District Collector **apprised** the minister of the situation.

- a) Informed      b) Issued      c) Assessed      d) Summoned

**Explanation:** *Apprise* means to give information to someone or to inform. Hence, the correct synonym is option-a. *Apprise* and *Appraise* are two different words. *Appraise* means to judge, estimate or assess (option-c).

**Ask doubt with Question Id: 8449**

19. The minister made the announcement with **aplomb**.

- a) Arrogance      b) Poise      c) Annoyance      d) Authority

**Explanation:** *Aplomb* means self confidence or composure. *Poise* means self-composure or dignity.

**Ask doubt with Question Id: 8450**

20. The actress' **charisma** has got her many fans.

- a) Power      b) Humility  
c) Candour      d) Magnetic appeal

**Explanation:** *Charisma* means great personal appeal. Hence, option-d is correct.

**Ask doubt with Question Id: 8451**

21. This address given by the applicant is **fictitious**.

- a) Correct      b) Rural      c) Fake      d) Wrong

**Explanation:** *Fictitious* means not real or imaginary. Synonym is *fake*, *false* etc.

**Ask doubt with Question Id: 8452**

22. The **impromptu** speech given by the P.M was well received.

- a) Important      b) Inspiring      c) Impressive      d) Off hand

**Explanation:** *Impromptu* means unprepared. Option-d *off-hand* means without previous thought.

**Ask doubt with Question Id: 8453**

# ANALOGY

## CONCEPTS

In verbal analogies, the student is given one pair of related words. The student must find a pair words from the given choices that has the same relationship to the word as the first pair. Analogy questions test your ability to recognize relationships between words or ideas and to know when these relationships are parallel.

**How to Read Analogies:** The symbol (:) means 'is to' and the symbol (: :) means 'as'.

Thus, the analogy, *key : lock :: spoon : stir* should be read as *key is to lock as spoon is to stir*.

It means the relationship between *key* and *lock* is the same as the relationship between *spoon* and *stir*.

### Tips for doing Analogies:

1. Try to create a logical relationship between the given pair of words.
2. Eliminate the options that do not have a clear relationship to main word.
3. Don't assume any answer until you've read all of the choices.
4. If the meaning of the given pair of words is unknown then try to recollect the context in which you have come across those words.
5. Though you don't know the meanings of given capitalized pair of words, you can still have a chance to find the correct answer using parts of speech.

e.g.: falling (*v*) : gravitation (*n*) :: collapse (*v*) : pressure (*n*)  
Sometimes more than one answer choice will have same parts of speech. You need to be very careful because even though the parts of speech of more than one pair remains same, the words may have different meaning.

6. Eliminate the word pairs that expresses the same relationship as the given question but in the opposite order.

e.g.: eye : see :: hear : ear (*incorrect*)

eye : see :: ear : hear (*correct*)

The analogy is an area where, with practice, you can achieve a very good score. First, you must find the relationship between the original pair of words. To help you, listed below are some common types of analogies.

### Some Common Types of Analogies:

#### 1. Part to Whole:

e.g.: poem : stanzas :: play : acts

#### 2. Cause and Effect:

e.g.: joke : laughter :: tragedy : sadness

#### 5. Sameness or Synonyms

e.g.: system : method :: faith : trust

#### 6. Oppositeness or Antonyms

e.g.: negligence : careful :: bravery : cowardice

#### 7. Measure

e.g.: fahrenheit : temperature :: decibel : sound

#### 8. Degree:

e.g.: chuckle : laugh :: whimper : cry

#### 9. Thing and what it lacks:

e.g.: atheist : belief :: indigent : money

#### 10. Study:

e.g.: linguistic : language :: human : anthropology -

#### 11. Function/purpose/use:

e.g.: knife : cut :: shovel : dig

#### 12. Person and skill /tools/ work place:

e.g.: author : write :: chef : cook

#### 13. Qualities or Characteristics:

e.g.: president : leads :: captain : directs

- The key issue in analogy problems is picking the proper relationship sentence. With analogies, you are looking for similar relationships, not similar meanings. To answer analogy questions, you must first figure out the relationship between the two words in the given question. Then look for the pair of words among the answer choices that has the same relationship.

- You can also create your own analogies using the list of common types given above. Creating your own list has the advantage of forcing you to think analogously. You should keep in mind that there must be a reasonable and necessary connection between given two words. The connection must be valid, otherwise there would be no point in making the analogy.

For example, what type of reasonable connection could be there between *Bird : Algebra* ? (no relation)

On the other hand, there is a reasonable connection between *Fish : Salmon* since *salmon* is a type of *fish*.

- All analogies will have connections that are reasonable (logical, valid) and necessary or inevitable. Any choices that fail to meet these criteria should be rejected. Even if you cannot figure out the connection between the original pair of words, you can still improve your chances of picking the correct answer by eliminating any choices that do not confirm to the above rule.

**Make a Sentence:** Creating a sentence that shows the connection between the two words is absolutely essential.

## READING COMPREHENSION

Reading is a skill which has other sub-skills included in it. It is not mere recognition of the words, it also includes being able to understand, comprehend and respond, if questioned about the text. Many languages share the same script: Hindi, Punjabi, Telugu, Kannada. For that matter all European Languages like English, French, Spanish and German have the same script. Being able to read a script does not ensure understanding the script. Another important aspect is familiarity with the content. If you are not in the habit of reading, if you are not aware of what's happening around you, then even the simplest of scripts will seem like Greek and Latin. The most important point is READ, READ and READ.

1. Spend a few minutes a day reading at a faster than comfortable rate (about 2 to 3 times faster than your normal speed). Use your hand or an index card to guide your eyes down the page. Then time yourself reading a few pages at your normal speed.

2. If you have poor concentration when reading, practice reading for only 5 to 10 minutes at a time and gradually increase this time

3. As we read, our eyes move along the line in a series of jerky movements, stopping at each word. Fast readers usually take in 3-4 words in each movement that their eye makes. The more words you can take in with each movement of the eye, the faster your reading will be. Try to avoid focusing on every word, but rather look at groups of 2 to 3 words.

e.g.: The above sentence could be read as:

Try to avoid/ focusing on every word/ but/ rather look at/ groups of 2 to 3 words.

4. Read more! 15 min a day of reading an average size novel equals 18 books a year at an avg reading speed!

5. Spend a few minutes a day reading at a faster than comfortable rate (about 2 to 3 times faster than your normal speed). Use your hand or an index card to guide your eyes down the page. Then time yourself reading a few pages at your normal speed. You'll find that often your normal reading speed will increase.

Being a voracious reader is just not enough. In examinations where reading skills are tested, the ability to read and comprehend fast is needed. Here are some tips to tackle the reading section. In order to improve your reading speed, follow these steps.

One of the most effective ways of reading in order to be able to comprehend quickly is the SQ3R method:

- Scan
- Question
- Read
- Review
- Recite

Scanning provides a rapid overview. Many well written books follow logical outlines that can orient the reader to the subject matter.

Questioning is a natural, instinctive, second step that most winners follow. In the scanning process, certain questions naturally arise. These should be noted in a short list of questions to be answered through reading. The questioning procedure helps the reader stay focused.

- First, determine the main idea from the title, the first paragraph, and the last paragraph.

- Second, determine if a large subject is divided into smaller subjects with some outlining scheme.

- Underline key words or take notes to the side what the purpose of the paragraph is. *i.e.* cause, effect, reason, example, definition, instructions, background info, etc. Don't worry if you can't do that for all and don't spend too much time trying to identify each paragraph.

- Read for Author's Main Idea and Primary Purpose.

- At the end of reading, ask yourself questions like: What was the passage about? What was author's motive in writing all this?

- Don't over read. Skip examples, dates, lengthy names, any details which can be referred in case something is asked explicitly.

- Don't go for choices which hold true only for one part of the author's argument.

- Finally, review as often as necessary to keep focused. Outlining and note-taking often help.

- Once you start to become an effective reader, you will find that you are also becoming a faster reader.

With these tips your reading skills are sure to improve.

## CLOSET - FILL IN THE BLANKS

### CONCEPTS

A cloze test, consisting of a portion of text with certain words removed, where the student is asked to replace the missing words from among the given choices.

The sentence completion section tests your vocabulary skills as well as your reading ability. The question contains a paragraph or a sentence expressing a complete idea that can be understood without any additional information. Each blank need to be filled up appropriately retaining the meaning of the sentence and the syntax.

#### Strategies to solve questions on Sentence Completion.

First, slowly read all the text without filling any of the gaps. Read it until you got a clear understanding of what the text is about.

- 1) First, complete the gaps you are absolutely sure of.
- 2) Next try and find out what the missing words in the remaining gaps are. See which **part of speech** may fit in each gap (article?, pronoun?, noun?, adverb?, adjective?, preposition?, conjunction?, verb?) and pay special attention to the **grammar** around the words in each gap.
3. Read the sentence once again after choosing the words to fill up the blanks.
4. To solve the sentence completion section, you must have a through understanding of the sentence given. This understanding is possible only if you develop your knowledge of the root words, synonyms, antonyms, analogies, idioms, phrases etc.
5. In many cases, several options may fit in but you must select the one that gives the meaning of the sentence most precisely.
6. Understand the message of the sentence by analyzing the principal clause(s) and the sub-ordinate clause(s). Briefly speaking, analyze whether the sentence is a simple sentence or compound sentence or complex sentence.
7. Observe the subject of the sentence, the keywords or the signal words. For example the key words like, 'therefore', 'so', 'because', 'although', 'in addition to', 'further more' etc can help you to make the right option from the options given.
8. Understand the author's tone. It means whether the author is positive or negative in his/her approach to the idea he has presented. Look for negative words like 'no' or 'not'. Negative words can change the direction of the sentence.

9. If you don't spot any signal words or keywords and if you don't know the meaning of the option words, read once again and choose the one that sounds the best, eliminating one or two choices.

#### A Solved example is given below

(A) \_\_\_\_ of his reputation as a comedian, the director of the film \_\_\_\_ Mr.Bean from acting a very serious role of a priest in his new movie.

Options:

- |                  |                |
|------------------|----------------|
| 1. a) Since      | b) Due to      |
| c) Because       | d) As          |
| 2. a) Encouraged | b) Discouraged |
| c) Supported     | d) Boosted     |

**Explanation:** Among the given choices, 'because' is the only word that can go with 'of'. Similarly, we can understand that it is difficult for a comedian to act as a priest. So it is natural that the director of the movie 'discouraged' him. Therefore, 'discouraged' is the most suitable word.

### EXERCISE-I

(A) A blog is a web page made up of brief, frequently updated entries that are arranged (1) like a journal. The purpose of blogs (2) greatly from links to news, photos, even fiction. Blog posts are (3) to instant messages to the web. Many blogs are (4) "what's on my mind" type musings others are collaborative efforts based on a (5) topic or area of mutual interest.

- |                     |                    |
|---------------------|--------------------|
| 1. a) symmetrically | b) chronologically |
| c) interestingly    | d) passionately    |
| 2. a) depend        | b) shift           |
| c) vary             | d) change          |
| 3. a) familiar      | b) similar         |
| c) unique           | d) superior        |
| 4. a) personal      | b) ephemeral       |
| c) temporal         | d) local           |
| 5. a) vague         | b) specific        |
| c) controversial    | d) contemporary    |

(B) My final year at MIT was a year of (6). A new wave of thought (7) through the country in those years. The popular view in those days was that a belief in scientific methods was the only (8) approach to knowledge. If so, I wondered, what about spiritual (9)? I had been taught from my early childhood that knowledge could be (10) only through the inner experience.



## SENTENCE REARRANGEMENT

### CONCEPTS

Sentence Rearrangement as the name itself advocates, consist of sentences not arranged in a logical sequence. A choice of arrangement of the sentences is given from which the candidate has to choose the most logical sequence which would be the most appropriate for conveying the message of the passage.

#### Type of Questions:

**Four Sentences:** In this type, paragraph consists of four sentences which are jumbled and the student is supposed to choose the correct sequence.

**Five Sentences:** This type is quite similar to the "four sentence" except instead of four sentences student has to rearrange five sentences.

**Six Sentences:** This is a typical one of this chapter where six sentences are given in which first and sixth sentences are fixed. The student has to rearrange the four sentences in between the first and sixth.

#### Tips to Solve:

- **Read as they are:** It is a kind of reading which gives an overall concept to the reader. In this step student has to tick or write the crucial words to make his remembrance more effective. He has to have an idea of passage by this squashed reading technique.

- **Finding either starting or concluding sentences**

Finding either starting or concluding sentences is also necessary to get the answer properly. In this finding procedure students have to keep an eye in the options too. Therefore finding either starting or concluding sentences can be derived as technical method of logical answer.

- **Linking sentences:** This is a technique of mastering in jumbled paragraph. In order to get proper linking sentences students have to identify the main or supplementary ideas which constitute the message being conveyed by the paragraph. If a clear picture of the main paragraph is found, then the link of the sentences will be come out automatically. Once the link is found, then obviously the given options will direct the correct answer.

- Here is the list of words which are used as linking devices:

*also, again, as well as, as a rule, besides, furthermore, generally, in addition, likewise, moreover, consequently, similarly, to sum up, hence, otherwise, subsequently, later, therefore, thus, for example, for instance, to illustrate, much like, such as, above all, besides, even though, although, despite, probably, due to, unless, whether, until, yet, first of*

*all, to begin with, consequently, considering, I mean, in other words, as a result, last of all, in summary, in conclusion.*

**Abbreviations or Acronyms:** If full form and its abbreviation or acronym are present in two different sentences, then the sentence containing the full form will come before the sentence containing abbreviation or acronym.

**Personal and Demonstrative Pronouns:** If a sentence contains a personal or demonstrative pronouns (i.e. *you, your, he, she, it, they, this, that, these, those* etc) without mentioning the person, place or object it is referring to, the person, place or object must have come in the previous sentence.

#### Checking vocabulary inventiveness

For this process a candidate has to look into the starting and the concluding words of the sentences that may have an apparent link. In addition to this students have to concentrate in some particular conjunction words that may appear either ending or starting of the sentences, namely, *so, therefore, moreover, meanwhile, nevertheless, notwithstanding* etc.

### CONCEPTUAL EXAMPLES

**Rearrange the following sentences (A), (B), (C), (D) in the proper sequence to form a meaningful paragraph, then answer the questions given below them.**

**1) A.** In formal speech, syllables are likely to be more deliberately sounded than in informal speech

**B.** Yet dictionary editors have no choice but to deal with each word as an individual entity.

**C.** The pronunciation of words is influenced by the situation.

**D.** Further, the pronunciation of a word is affected by its position in the sentence and by the meaning it carries.

a) ACBD      b) ACDB      c) ABCD      d) CADB

**Explanation:** First of all, try to identify the starting and ending/ concluding sentences. Sentences B, D can not be the first sentence as they have the linking words like 'yet', 'another' which generally indicates continuation to its previous sentences. Sentence-A is speaking about two kinds of pronunciation. But sentence-C has an introduction about pronunciation. Hence, it forms the first sentence. Sentence-A, D are continuation for C as they explain about how the pronunciation is affected.

**Ask doubt with Question Id: 1947**