**MODULE 5**

**SYLLOGISMS**

**In a number of competitive exams, there will be a few questions on deductions. Typically, each question consists of two statements called premises – on the basis of which a deduction has to be made. The answer has to be chosen from the given choices and that will be the deduction made. If no conclusion can be drawn, or the answer is not there, then the choice has to be marked (which will be worded) as “none of the above”.**

**Example: All monkeys are donkeys**

**All donkeys are pigs**

**Conclusion: All monkeys are pigs**

**Every premise consists of a subject and a predicate. The term that occurs in both the premises is known as the “middle term”. The answer or the conclusion should consist of the other two terms only. The middle term should not occur in the conclusion.**

**Premises can be divided into Universal and Particular statements OR affirmative and negative statements. This classification depends on the qualifier used in the premise.**

|  |  |  |
| --- | --- | --- |
|  | **Affirmative** | **Negative** |
| **Universal** | **All** | **No** |
| **Particular** | **Some, Many** | **Some not, many not** |

**The subject or the predicate can be either distributed (√) or not distributed (×) in the given premise depending on what kind of statement it is. The following table shows the distribution pattern of subject and predicate.**

|  |  |  |
| --- | --- | --- |
| **UNIVERSAL AFFIRMATIVE** | **√** | **×** |
| **UNIVERSAL NEGATIVE** | **√** | **√** |
| **PARTICULAR AFFIRMATIVE** | **×** | **×** |
| **PARTICULAR NEGATIVE** | **×** | **√** |

**Rules for deductions**

**1) Every deduction should contain three and only three terms**

**2) The middle term should be distributed at least once in the premises. Otherwise no conclusion can be drawn.**

**3) If the middle term is distributed twice then the conclusion cannot be universal.**

**4) If both premises are universal the conclusion will be universal.**

**5) If both premises are affirmative then the conclusion will be affirmative.**

**6) If both the premises are negative then no conclusion can be drawn.**

**7) If both the premises are particular then no conclusion can be drawn.**

**8) If one premise is negative then the conclusion must be negative.**

**9) If one conclusion is particular then the conclusion must be particular.**

**10) No term can be distributed in the conclusion, if it is not distributed in the premises.**

11) If the major premise is particular and minor premise is negative, no conclusion.

**In each of the following questions two statements are given and these statements are followed by two conclusions numbered (1) and (2). You have to take the given two statements to be true even if they seem to be at variance from commonly known facts. Read the conclusions and then decide which of the given conclusions logically follows from the two given statements, disregarding commonly known facts.**

**Give answer:**

**(A) If only (1) conclusion follows**

**(B) If sonly (2) conclusion follows**

**(C) If either (1) or (2) follows**

**(D) If neither (1) nor (2) follows and**

**(E) If both (1) and (2) follow.**

1. Statements: Some actors are singers. All the singers are dancers.

Conclusions: Some actors are dancers. No singer is actor. (a)

2. Statements: All the harmoniums are instruments. All the instruments are flutes.

Conclusions: All the flutes are instruments. All the harmoniums are flutes. (b)

3. Statements: Some mangoes are yellow. Some tixo are mangoes.

Conclusions: Some mangoes are green. Tixo is a yellow. (d)

4. Statements: Some ants are parrots. All the parrots are apples.

Conclusions: All the apples are parrots. Some ants are apples. (b)

5. Statements: Some papers are pens. All the pencils are pens.

Conclusions: Some pens are pencils. Some pens are papers. (e)

6. Statements: All the actors are girls. All the girls are beautiful.

Conclusions: All the actors are beautiful. Some girls are actors. (e)

7. Statements: All the windows are doors. No door is a wall.

Conclusions: Some windows are walls. No wall is a door. (b)

8. Statements: All cups are books. All books are shirts.

Conclusions: Some cups are not shirts. Some shirts are cups. (b)

9. Statements: Some cows are crows. Some crows are elephants.

Conclusions: Some cows are elephants. All crows are elephants. (d)

10. Statements: All the pencils are pens. All the pens are inks.

Conclusions: All the pencils are inks. Some inks are pencils. (e)

11. Statements: Some dogs are bats. Some bats are cats.

Conclusions: Some dogs are cats. Some cats are dogs. (d)

12. Statements: All the trucks are flies. Some scooters are flies.

Conclusions: All the trucks are scooters. Some scooters are trucks. (d)

13. Statements: All buildings are chalks. No chalk is toffee.

Conclusions: No building is toffee All chalks are buildings. (a)

14. Statements: All cars are cats. All fans are cats.

Conclusions: All cars are fans. Some fans are cars. (d)

15. Statements: All smart are women. Some women are educated.

Conclusions: Some smart are educated. No smart are educated. (c)

**Each of the following questions consist of two statements followed by four conclusions. Choose the correct conclusion from the given options**

1.Statements: No door is dog. All the dogs are cats. Conclusions:1. No door is cat. 2. No cat is door. 3. Some cats are dogs. 4. All the cats are dogs.

A. Only (2) and (4)

B. Only (1) and (3)

C. Only (3) and (4)

**D. Only (3)**

E. All the four

2. Statements: All green are blue. All blue are white. Conclusions: 1. Some blue are green. 2. Some white are green. 3. Some green are not white. 4. All white are blue.

**A. Only (1) and (2)**

B. Only (1) and (3)

C. Only (1) and (4)

D. Only (2) and (4)

3. Statements: All men are vertebrates. Some mammals are vertebrates. Conclusions: 1. All men are mammals. 2. All mammals are men. 3. Some vertebrates are mammals. 4. All vertebrates are men.

A. Only (4)

B. Only (2)

**C. Only (3)**

D. Only (1)

E. Only (1) and (3)

4. Statements: All the phones are scales. All the scales are calculators. Conclusions: 1. All the calculators are scales 2. All the phones are calculators 3. All the scales are phones 4. Some calculators are phones.

A. Only (1) and (4)

B. Only (3) and (4)

**C. Only (2) and (4)**

D. Only (1) and (2)

E. Only (1) and (3)

5. Statements: Some cars are scooters. No scooter is cycle. Conclusions: 1. No car is cycle. 2. No scooter is car. 3. Some cars are cycles. 4. Some scooters are cars.

A. None of the four.

B. All the four.

C. Only (1) and (4)

**D. Only (4)**

E. Only (2) and (4)

6. Statements: Some tables are T.V. Some T.V. are radios. Conclusions:1. Some tables are radios.2. Some radios are tables. 3. All the radios are T.V. 4. All the T.V. are tables.

A. Only (2) and (4)

B. Only (1) and (3)

C. Only (4)

D. Only (1) and (4)

**E. None of the four.**

7. Statements: Some pens are books. Some books are pencils. Conclusions:1. Some pens are pencils. 2. Some pencils are pens. 3. All pencils are pens. 4. All books are pens.

A. Only (1) and (3)

B. Only (2) and (4)

C. All the four

**D. None of the four**

E. Only (1)

8. Statements: All the goats are tigers. All the tigers are lions. Conclusions: 1. All the goats are lions.2. All the lions are goats. 3. Some lions are goats. 4. Some tigers are goats.

A. All the four

B. Only (1), (2) and (3)

**C. Only (1), (3) and (4)**

D. Only (2), (3) and (4)

9. Statements: All the books are pencils. No pencil is eraser. Conclusions: 1. All the pencils are books. 2. Some erasers are books. 3. No book is eraser. 4. Some books are erasers.

**A. Only (3)**

B. Only (1) and (3)

C. Only (1) and (2)

D. Only (2) and (3)

E. Only (3) and (4)

10. Statements: All the research scholars are psychologists. Some psychologists are scientists. Conclusions:1. All the research scholars are scientists. 2. Some research scholars are scientists. 3. Some scientists are psychologists.4. Some psychologists are research scholars.

**A. Only (3) and (4)**

**B**. None of the four

C. All the four

D. Only (3)

E. Only (2) and (4)

1. **Statements**: All machines are bad. Some bad are globe. All globes are round.

**Conclusions**: I. Some machines are round.

II. No machine is round.

A. if only conclusion I is true. B .if only conclusion II is true.

C. if either conclusion I or conclusion II is true. D. if neither conclusion I nor conclusion II is true

**Answer: c**

1. **Statements**: All cotton are jute. All jute are brown. No brown is red.

**Conclusions**: I. All brown are cotton.

II. Some jute are cotton

A. if only conclusion I is true. B. if only conclusion II is true.

C. if either conclusion I or conclusion II is true. D. if neither conclusion I nor conclusion II is true

**Answer b**

1. **Statements**: Some blue are black. Some black are grey. All grey are red. All red are pink.

**Conclusions:** I. Some red are black. II. Some pink are black.

III. Some pink are grey. IV. Some red are blue.

A. Only I & II follow B. Only II & III follow

C. Only I, II and III follow D. All follow.

**Answer c**

**Directions (1-5):** In each of the following questions two/three statements are given and these statements are followed by two conclusions numbered (1) and (2). You have to take the given statements to be true even if they seem to be at variance from commonly known facts. Read the conclusions and then decide which of the given conclusions logically follows from the two given statements, disregarding commonly known facts. Give answer:

(1) If only (1) conclusion follows

(2) If only (2) conclusion follows

(3) If either (1) or (2) follows

(4) If neither (1) nor (2) follows

(5) If both (1) and (2) follow

**1.**    **Statements**:

Some mobiles are pagers.

No mobile is a laptop.

**Conclusions**: 

1. No laptop is a pager. 2. Some pagers are definitely not mobiles

**For (2-3):**

**Statements**:

All tables are chairs.

All chairs are beds.

No bed is sofa.

**2.**    **Conclusions**:

1. Some tables are definitely not beds. 2. No sofa is a table

**3.**    **Conclusions**:

**1**. No chair is sofa. **2**. Some tables being sofa is a possibility.

4. **Statements**:

No fan is a cooler.

Some coolers are heaters.

All tubes are fans.

**Conclusions**:

**1.** No heater is a tube. **2.** All fans are tubes

**5.**  **Statements**:

Some stones are shells.

All shells are pearls.

No stone is fish

**Conclusions**:

**1.** No fish is a shells. **2.** All shells being fish is a possibility.

**Answers:**

|  |  |
| --- | --- |
| **Qs** | **Ans** |
| 1 | 4 |
| 2 | 2 |
| 3 | 1 |
| 4 | 4 |
| 5 | 4 |

Read more: <http://www.bankersadda.com/2014/05/syllogism-question-on-possibility-for.html#ixzz4AxyJWBpE>

**MODULE 6**

**LOGICAL ORDERING SENTENCES**

**What are Parajumbles?**

Parajumbles are jumbled paragraphs. Basically, you are given a paragraph – but the sentences are not in the right order. It’s up to you to untie this knot and rearrange the sentences so that they logically make sense. Normally instructions for this type of questions will read "Choose the most logical order of sentences from among the given choices to construct a coherent paragraph". Given below would be 4 or 5 perplexing sentences which he would need to sort and arrange like a jigsaw puzzle. Sounds fun? It is. If one knows how to go about it, that is. Solving jumbled paragraphs is a science. It is so much of a science that you can obtain an accuracy of 100% even if you are not a good reader.

**Establish Link Between Two Sentences and Then Examine The Options**

Suppose you establish the link 'BA'. The given options are:

**(a)** DABC          **(b)** ACDB          **(c)** CBAD           **(d)** DBAC.

Now you are left with option (c) and (d) to examine. You read the sentences in the order given by these two options and use your methods again to determine which one is correct.   
Is establishing links between two sentences easy?   
Not ALWAYS!!! However, easy or not, you can certainly establish links between two or more sentences with the help of some friends found in the sentences. These friends are:

**TRANSITION WORDS**

Transition words make the shift from one idea to another very smooth. They organize and connect the sentences logically. **Observing the transition words found in a sentence can often give you a clue about the sentence that will come before/after that particular sentence.** Given below are some commonly used transition words:

*also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly, consequently, hence, otherwise, subsequently, therefore, thus, as a rule, generally, for instance, for example, for one thing, above all, aside from, barring, besides, in other words, in short, instead, likewise, on one hand, on the other hand, rather, similarly, yet, but, however, still, nevertheless, first of all, to begin with, at the same time, for now, for the time being, in time, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind, after all, all in all* to sum-up.

**Transition Words: Example from CAT**

So how does knowledge of transition words helps us in parajumbles? Try out this CAT question:

**(CAT 2001)**

**A.** But in the industrial era destroying the enemy's productive capacity means bombing the factories which are located in the cities.

**B.** So in the agrarian era, if you need to destroy the enemy's productive capacity, what you want to do is bum his fields, or if you're really vicious, salt them.

**C.** Now in the information era, destroying the enemy's productive capacity means destroying the information infrastructure.

**D.** How do you do battle with your enemy?

**E.** The idea is to destroy the enemy's productive capacity, and depending upon the economic foundation, that productive capacity is different in each case **F.** With regard to defence, the purpose of the military is to defend the nation and be prepared to do battle with its enemy.

**1.** FDEBAC                     **2.** FCABED                    **3.** DEBACF                    **4.** DFEBAC

**Answer:**

Look at the transition word "**but**" in the first sentence. It signifies that the sentence is expressing an idea ***contrary to*** an idea expressed in some previous sentence. Now we need to find that previous sentence. If we further look at the beginning of the first sentence, it says "**but in the industrial era...**" which suggests that the contrariness is with respect to eras. Looking further, we see that sentence **B**and **C** are also starting with statement about eras. But the transition word at the start of **C** is "**now**" which expresses present era and hence it cannot chronologically come before any other past era. That is, if information era is the present era, talk about any other era will come **before** this. So sentence **B** is the correct sentence to come before the first sentence.

Likewise, sentence **C** is the correct sentence to come after the first sentence (sentence **C** is continuing the idea). Therefore, we have the link **BAC**.

We see that option 1, 3 and 4 all have the link BAC. Furthermore, all the three options have the link **EBAC**. Therefore, we only need to arrange **D** and **F**. The sentence **F** states that "**The purpose is...to battle with the enemy**" and **D** questions "**how do you battle with the enemy?**" Therefore, **D** will come after **F**.

Hence **FDEBAC** is the correct arrangement.

**PERSONAL PRONOUNS**

Personal pronouns are *he, she, it, him, her, they, you, your etc*. Remember that personal pronouns always refer to a person, place or thing etc. **Therefore, if a sentence contains a personal pronoun without mentioning the person, place or object it is referring to, the person, place or object must have come in the previous sentence.** Often, this is a good lead to identify a link.

**Personal Pronouns: Example from CAT: 1**

**(CAT 2001)**

**A.** Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing.

**B.** Once in office, they receive friends and relatives who feel free to call any time without prior appointment.

**C.** While working, one is struck by the slow and clumsy actions and reactions, indifferent attitudes, procedure rather than outcome orientation, and the lack of consideration for others.

**D.** Even those who are employed often come late to the office and leave early unless they are forced to be punctual.

**E.** Work is not intrinsically valued in India.

**F.** Quite often people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours.

**1.** ECADBF                  **2.** EADCFB                  **3.** EADBFC                  **4.** ABFCBE

**Answer:**

Look at the personal pronoun "**they**" in sentence **B**: Once in office, **they** receive friends and relatives who feel free to call any time without prior appointment. This they must be referring to some people. The reference to some people only comes in sentences **A**, **D**, and **F**. Therefore, one of the sentences will come before sentence B. Let's see the link **AB**, **DB**, and **FB**;

**Link AB-**Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing. Once in office, they receive friends and relatives who feel free to call any time without prior appointment.

**Link DB-**Even those who are employed often come late to the office and leave early unless they are forced to be punctual. Once in office, they receive friends and relatives who feel free to call any time without prior appointment.

**Link FB-**Quite often people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours. Once in office, they receive friends and relatives who feel free to call any time without prior appointment.   
Which of these links makes sense? Only link **DB**seems coherent. Now, we examine the options with link **DB**. We see that options 1 and 3 have link **DB** in them. Also, both the options have link **ADBF**. Therefore, ADBF is a link. Now we only need to place sentences **E**and **C**. We can do that by reading the sentences in the order given in options 1 and 3.

**Option 1: Link ECADBF-**Work is not intrinsically valued in India. While working, one is struck by the slow and clumsy actions and reactions, indifferent attitudes, procedure rather than outcome orientation, and the lack of consideration for others. Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing. Even those who are employed often come late to the office and leave early unless they are forced to be punctual. Once in office, they receive friends and relatives who feel free to call any time without prior appointment. Quite often people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours.

**Option 3: Link EADBFC-**Work is not intrinsically valued in India. Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing. Even those who are employed often come late to the office and leave early unless they are forced to be punctual. Once in office, they receive friends and relatives who feel free to call any time without prior appointment. Quite often people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours. While working, one is struck by the slow and clumsy actions and reactions, indifferent attitudes, procedure rather than outcome orientation, and the lack of consideration for others.

Both the options seem plausible. We have to determine which one of the links **EC**and **EA** is better. Here is the thumb rule when trying to determine plausibility of a link

*THE FLOW OF AUTHORS IDEA SHOULD BE COMPLETELY LOGICAL; THE AUTHOR DOES NOT JUMP FROM ONE IDEA TO OTHER SUDDENLY.*

In link **EC**, sentence **E**is talking about work not being valued whereas sentence **C** is talking about people being clumsy, indifferent, inconsiderate etc. Sentence **C** is **NOT** talking about value of work. It is talking about people's behavior. Therefore, EC cannot be a logical flow.

In link **EA**, sentence **E** is talking about work not being valued and sentence **A** is talking about people sitting idle. This certainly says that people do not value work. Therefore, **EA** is the correct link.  Hence, option 3 is correct.

**Personal Pronouns: Example from CAT: 2**

Here is another CAT question that seems tough but can be solved in a matter of seconds. See if you can do it:

**(CAT 2001)**

**A.**   Passivity is not, of course, universal.

**B.**   In areas where there are no lords or laws, or in frontier zones where all men go armed, the attitude of the peasantry may well be different.

**C.**   So indeed it may be on the fringe of the un-submissive.

**D.**   However, for most of the soil-bound peasants the problem is not whether to be normally passive or active, but when to pass from one state to another.

**E.**   This depends on an assessment of the political situation.

**1.** EDAC                    **2.** CDABE                    **3.** EDBAC                    **4.** ABCDE

**Answer:**

It cannot get easier than this. Look at the personal pronoun "**it**" in sentence **C**: So indeed **it** may be on the fringe of the un-submissive. What is "it" here referring to? And it says that "it may be... un-submissive." What can be un-submissive? It cannot be "political situation" (sentence E), "passivity" (sentence A), or "problem" (sentence D). Only "attitude" (sentence B) can be un-submissive. Therefore, **BC** is a link.

The link **BC** is only present in option 4 and we need not look any further.

**DEMONSTRATIVE PRONOUNS**

The demonstrative pronouns are *"this," "that," "these," and "those."* "This" and "that" are used to refer to singular nouns or noun phrases and "these" and "those" are used to refer to plural nouns and noun phrases. Whenever a sentence contains a demonstrative pronoun without mentioning the noun or the noun phrase, it means that the previous sentence must be mentioning that noun or noun phrase. Finding that noun or noun phrase helps us connect two sentences.

**Demonstrative Pronouns: Example from CAT**

**(CAT 2001)**

**A.** Michael Hofman, a poet and translator, accepts this sorry fact without approval or complaint.

**B.** But thanklessness and impossibility do not daunt him.

**C.** He acknowledges too "in fact he returns to the point often " that best translators of poetry always fail at some level.

**D.** Hofman feels passionately about his work, and this is clear from his writings.

**E.** In terms of the gap between worth and rewards, translators come somewhere near nurses and street-cleaners.

**1.** EACDB              **2.** ADEBC              **3.** EACBD              **4.** DCEAB

**Answer:**

Again an easy one. Notice the demonstrative pronoun "this" in sentence **A**: Michael Hofman, a poet and translator, accepts **this sorry fact** without approval or complaint. **Also note that sentence A is introducing Michael Hofman (***Michael Hofman, a poet and translator,...***) and will thereby come before every sentence containing the personal pronoun he or him**. So which sorry fact is sentence **A** referring to? It can only be the fact found in sentence **E**. Also, other sentences contain "he" or "him".

Therefore, **EA** is a link. Link **EA** is contained in option 1, 3 and 4. But in 4, sentence D is coming before sentence A, and this cannot happen because sentence A should be before any other sentence referring to Hofman as sentence A is introducing Hofman. Therefore, we are left with options 1 and 3. The difference between options 1 and 3 is the order of sentence **D** and **B**. Let's examine the link DB:

**Option 1: Link DB-**Hofman feels passionately about his work, and this is clear from his writings. But thanklessness and impossibility do not daunt him.   
Does this sound like a plausible flow? Certainly **NOT**. Therefore, link **DB** is incorrect and the correct answer is option 3.

**COMBINING IT ALL WITH LOGIC**

Sometimes using logic to decide the order of sentences can yield high dividends. In the previous example, we had used logic to determine that sentence A would come before any other sentence referring Hofman. Keep your eyes open for clues such as these. Here's is the last CAT question that I cracked, using logic; see if you can do the same:

**Example from CAT**

**(CAT 2001)**

**A.**   The situations in which violence occurs and the nature of that violence tends to be clearly defined at least in theory, as in the proverbial Irishman's question: "Is this a private fight or can anyone join in?"

**B.**    So the actual risk to outsiders, though no doubt higher than our societies, is calculable.

**C.**   Probably the only uncontrolled applications of force are those of social superiors to social inferiors and even here there are probably some rules.

**D.**   However binding the obligation to kill, members of feuding families engaged in mutual massacre will be genuinely appalled if by some mischance a bystander or outsider is killed.

**1.** DABC                         **2.** ACDB                **3.** CBAD                         **4.** DBAC

**Answer:**

The clue to this question came to me from the word "**calculable**" in sentence B: So the actual risk to outsiders, though no doubt higher than our societies, is **calculable**. How does something become "calculable"? Then I noticed sentence A and the phrase "**clearly defined in theory**..."  Something becomes **calculable** when it is **clearly** **defined in theory**. No other sentence could give answers to "calculable". Therefore, the link **AB** was clearly marked. The link **AB** was present in option 1 only. Easy, no?  
Notice that I have been going to the option again and again to eliminate one or two options. Form this habit sedulously. It will pay you rich dividends.

**Acronym Approach**

***Full form vs. short form:*** In PJ we encounter full and short names sometimes acronyms of some term or institution.

Ex-World Trade Organization – WTO  
Dr. Manmohan Singh - Dr. Singh  
Karl Marx – Marx  
President George W. Bush - President bush or the president

The rule is that if both full form as well as short form is present in different sentences, then the sentence containing full form will come before the sentence containing short form.

**Example**:

1. If you are used to having your stimulation come in from outside, your mind never develops its own habits of thinking and reflecting

2. Marx thought that religion was the opiate, because it soothed people's pain and suffering and prevented them from rising in rebellion

3. If Karl Marx was alive today, he would say that television is the opiate of the people.

4. Television and similar entertainments are even more of an opiate because of their addictive tendencies.

A. 2134       B. 1423      C. 2431      D. 3241

**Answer:**

Sentence 2 has Marx (short Form) and sentence 3 has Karl Marx (Full form). So 3 will come before 2. Now look at the options. In A, B and C, 2 is placed before C3-hence rejected. **D is the right answer**.

**Time Sequence Approach (TSA)**

***Either dates or time sequence indicating words*:** Be aware of the time indication either by giving years - or by using time indicating words. Arrange the sentences using their proper time sequence. Here are a few time sequence indicating words -*Before after later when*

**Example 1:**

1. Then two astronomers—the German, Johannes Kepler, and the Italian, Galileo Galilei-started publicly to support the Copernican theory, despite the fact that the orbits it predicted did not quite match the ones observed.

2. His idea was that the sun was stationary at the centre and that the earth and the planets move in circular orbits around the sun.

3. A simple model was proposed in 1514 by a Polish priest, Nicholas Copernicus.

4. Nearly a century passed before this idea was taken seriously.

A. 3421        B. 3241          C. 2314            D. 3142

**Solution:**

Answer is 3241  
The 3rd sentence talks about the time event and other time vents follow it in a chronological order. So **option A** is Best choice

**Example 2:**

1. By the time he got to Linjeflug four years later, he had learned many lessons; in fact, he began his second stint as top dog by calling the entire company together in a hanger and asking for help, a far cry from his barking out commands just 48months back.

2. At SAS, he arrived at a time crisis.

3. This book is chock-a-block full of intrusive stories and practical advice, describing Carton's activities at Vingresor (where he assumed his first presidency at age 32), Linjeflug, and SAS in particular.

4. He began at Vingresor as an order giver, not a listener - neither to his people nor to his customers and made every mistake in the book.

A. 2143             B. 2134             C. 3214                  D. 3412

**Solution:**

4 will come before 1 and 2. Hence 3412.

**Alternate:** In 3, order is given - Vingressor, Linjeflug, SAS - arrange according to this.

**Alternate:** 3 will be the opening sentence because only 3 has noun (NAME) for he.

**Hypothesis or Theory Approach**

If any sentence is working as an example - place it after the sentence for which it is working as an example, not necessarily just after – because one has to explain the idea, it is hypothesis/ theory. It should not be before the idea that it explains.

**Example:**

1. The potential exchanges between the officials of IBBF and the Maharashtra Body-Building Association has all the trappings of a drama we are accustomed to.

2. In the case of sports persons, there is room for some sympathy, but the apathy of the administrators, which has even led to sanctions from international bodies, is unpardonable.

3. A case in the point is the hefty penalty of US $10,000 slapped on the Indian Body-Building Federation for not fulfilling its commitment for holding the Asian Championships in Mumbai in October.

4. It is a matter of deep regret and concern that the sports administrators often cause more harm to the image of the country than sportsmen and sportswomen do through their dismal performances.

A. CABD              B. DBCA            C. DABC         D. CDBA

**Solution:**

Here sentence 3 is an example of sentence 4. So it will come after 4. So now only option B and C remain. Now go by ACRONYM Method discussed earlier. (IBBF in 1 and Indian Body-Building Federation in 3) 3 will come before 1.

So only **option B** remains, which is the right option.

**Articles Approach**

Articles can be divided into two categories –   
1. Definite (the) and   
2. Indefinite (a and an).

When the author uses 'a / an' - he wants to make a general statement - wants to introduce the noun followed by a/an for the first time but when he uses 'the' he wants to refer back to some previously discussed noun. It means having 'the' is very unlikely in the opening sentence. If 'a/an' and 'the' both are used for the same noun then the sentence containing 'the' will come after the sentence containing a/an.

**Noun, Pronoun and Adjective (NPA) Approach**

**1. Pronoun** – Whenever pronoun comes – it will come in the immediate sentence containing the respective noun.

i. e. A sequence can be like this

Noun   
Pronoun   
Pronoun  
Pronoun

or like   
Noun Pronoun  
.............. no pronoun   
Noun   
Pronoun

i.e. the pronoun sequence will continue till it is halted by a break (i.e. a sentence containing no pronoun) then if necessary it will start with the noun again. We can't write pronoun after a break. It is not a correct form of writing.

**Opening – Closing sentence (OCS) Approach**

***Supported or free, general or need previous explanation***

OCS is particularly useful in 4 sentence parajumble (where opening sentence is not given)  
Let's see the characteristics of an opening sentence

It will **introduce an idea** in thefirst hand.

In most of the cases it will use **indefinite article a/an**. i.e. if both definite and indefinite articles are used for the same noun then the sentence containing noun with indefinite article a/an will come first (may be opening sentence).  
The sentence can stand alone

It will **not have pronouns** (exception: if respective noun is not mentioned anywhere). It will not have contrast words/or words indicating continuation/or words like -*hence , therefore, so*- etc.

**Key Words Approach - KWA**

***Some words will be repeated in two consecutive sentences.***

In most of the cases we repeat some important words of one sentence in the sentence that follows.

Hence if you are seeing any important (not like he, she, that, is, are type) then chances are that these two sentences will be consecutive. Remember it gives you an idea that which sentences can be consecutive for example 23 or 32 but for exact order you have to look for some other clue or meaning.

**Structure Approach - SA**

**Link sentences logically i.e.**

Link the sentences logically i.e. see what is the role played by a specific sentence

Premise  
Conclusion  
Support  
Example  
Continuation

and then search for some proper sentence that should come before or the one which will follow.

**Indicating Words Approach - IWA**

***Take care of words that indicate something helpful to decide sequence.***

Some words indicates some specific nature of sentences that will come before or that will follow.  
Look for the words like

But  
So  
Therefore  
And  
However

think what they are indicating.

**Signal/Indicating Word List**

Writers use transitions to link their ideas logically. These transitions or signal words are clues that can help you figure out what the sentence actually means and its sequence. Para-jumble sentences often contain several signal words, combining them in complex ways.

**NOTE:** The list given below is not a comprehensive list. You must collect the signal words while reading.

**Cause and Effect Signals**

Look for words or phrases explicitly indicating that one thing causes another or logically determines another.

Accordingly  
in order to  
because  
so...that  
consequently  
therefore  
given  
thus  
hence  
when...then  
if...then

**Support Signal Words**

Look for the words or phrases supporting a given sentences. These words containing sentences will not be the opening sentence. These sentences will follow immediately the sentence supported.

Furthermore  
Additionally  
Also  
And  
Too  
as well  
besides  
indeed  
likewise  
moreover

**Contrast Signals (Explicit)**

***Precisely and clearly expressed or readily observable; leaving nothing to implication.***

Look for function words or phrases (conjunctions, sentence adverbs, etc.) that explicitly indicate a contrast between one idea and another, setting up a reversal of a thought.

Albeit  
Nevertheless  
Although  
Nonetheless  
But  
Notwithstanding  
Despite  
on the contrary  
even though  
on the other hand   
however  
rather than  
In contrast  
Still  
In spite of   
While  
Instead of   
yet

**Contrast Signals (Implicit)**

***Implied though not directly expressed; inherent in the nature of something***

Look out for words which indicate contrast or turn a situation or something unexpected possibly even unwanted, has occurred.

Anomaly  
Anomalous  
Anomalously  
Illogic  
Illogical  
Illogically  
Incongruity  
Incongruous  
Incongruously  
Irony  
Ironic  
Ironically  
Paradox  
Paradoxical  
Paradoxically  
Surprise  
Surprising  
Surprisingly  
Unexpected  
Unexpectedly

**Time sequence indicating words**

Before  
After  
Later  
When

**All the Rules in Brief**

**The approaches for PARAJUMBLE**

**Acronym Approach –** full form vs. short form

**Time Sequence Approach – TSA** – either dates or time sequence indicating words

**Examples Approach – EA** – after an hypothesis or theory

**Articles –** definite and indefinite

**Noun, Pronoun, and Demonstrative Adjective – NPDA Approach** – limited to not just noun

**Opening – Closing Sentence Approach – OCSA**– supported or free, general or need previous explanation

**Key Words Approach – KWA** – words repeated in two consecutive sentences

**Structure Approach – SA** – link sentences logically.

**Indicating Words Approach – IWA** – take care of words that indicate something helpful to decide the sequence.

**Arrange the following in a meaningful sequence.**

1. (p) and closed the door behind me (q) when Holmes pulled me abruptly into the room

(r)with an apology for my intrusion, I was about to withdraw (s) and found him in deep conversation with a very stout, florid-faced, elderly gentleman with fiery red hair (t) I had called upon my friend, Mr. Sherlock Holmes, one day in the autumn of last year

a. trpsq

b. tspqr

c. pqstr

d. prtqs

\*e. tsrqp

2. (w) communication in the context of globalization demands a higher degree of competence;

(x) ENGLISH LANGUAGE TEACHING in this context should incorporate adaptations to meet the demands (y) Innovative classroom activities and the use of latest technology will equip a teacher to conduct effective ENGLISH LANGUAGE TEACHING classes in this context

z) one should possess skills and knowledge to overcome the dialectal as well as the cultural barriers

a. wzyx

\*b. wzxy

c. zwxy

d. zwyx

e. zxyw

3. e) but to represent him as a man of stainless virtue is to make him ridiculous (f)our feeling towards Hastings is not exactly that of the House of Commons (g) which impeached him in 1787

(h) he had great qualities, and he rendered great services to the State

a. gfeh

\*b. fghe

c. hefg

d. fehg

e. gefh

4. (m) if K is a Galilean co-ordinate system (n) then every other co-ordinate system K' is a Galilean one (o) it is in a condition of uniform motion of translation (p)when, in relation to K,

a. nmpo

b. nmop

c. monp

\*d. mnpo

e. onpm

5.(w) Fasting is nature's oldest, most effective and yet least expensive method of treating disease  
(x) It is recognized as the cornerstone of natural healing (y) Fasting refers to complete abstinence from food for a short or long period for a specific purpose (z) The word is derived from the old English, 'feastan' which means to fast, observe, be strict

a. yzwx

b. wyxz

c. zyxw

\*d. wzyx

e. none of these

6.(d) The Donnithorne Arms stood at the entrance of the village (e) and a small farmyard and stackyard which flanked it, indicated (f) it gave the traveler a promise of good feed for himself and his horse (g) that there was a pretty take of land attached to the inn

\*a. degf

b. edgf

c. fdeg

d. defg

e. gefd

7. (m) it is very easy to learn how to speak and write correctly (n) but masters of correct speaking and writing (o) the mastery of just twenty hundred words, the knowing where to place them, will make us not masters of the English language (p) Small number, you will say, compared with what is in the dictionary! (q) as for all purposes of ordinary conversation and communication, only about 2,000 different words are required (r)But nobody ever uses all the words in the dictionary or could use them did he live to be the age of Methuselah, and there is no necessity for using them

a. mopnqr

b. moqpnr

\*c. mqonpr

d. mqpnor

e. mnopqr

8. (e) which can be used in mechanical description (f) but it also indicates the reference-bodies or systems of coordinates, permissible in mechanics (g) his law not only says something about the motion of the bodies (h) a body removed sufficiently far from other bodies continues in a state of rest or of uniform motion in a straight line (i) the law of inertia can be stated thus:

\*a. ihgfe

b. fehgi

c. higef

d. ihgef

e. ihefg

9. (m) Lightning has struck the rails on our railway embankment at two places (n) that these two lightning flashes occurred simultaneously (o) I ask you whether there is sense in this statement

(p) make the additional assertion (q) let us keep them as A and B, far distant from each other

(r) you will answer my question with a decided "Yes."

\*a. mqpnor

b. mnoqpr

c. mpqonr

d. monpqr

e. mnoqpr

10. (v)Even Pythagoras, some 2500 years ago, applied colour light therapeutically (w) according to practitioners of chromotherapy, the cause of any disease can be traced to the lack of a particular colour in the human system (x) and it is best used as a supportive therapy (y)They apply coloured light to the body in order to restore the imbalance (z)Chromotherapy is a method of treatment of diseases by colour

a. zwxvy

b. wvxzy

\*c. zxwyv

d. vxyzw

e. vxzwy

11. (e) Although New York remained the hub (f) new plays were often generated in the healthy theater world beyond (g) the period covered encompasses a rise in regional American theaters

a. efg

b. feg

c. gfe

d. egf

\*e. none of these

12. (v) we need your help and contribution (w) be sure to check the copyright laws for your country

(x) and keep posting these files (y) before you post these files (z) copyright laws are changing all over the world

a. zwyxv

b. wzxyv

c. vyxzw

d. zywxv

\*e. none of these

13. (e) while he filled the office of Secretary (f) the whole was wrapped up in an envelope, super scribed To Mr. Skinner, Merchant (g) and on examination, the large manuscript proved to be one of the long-lost Essays of Milton (h) towards the close of the year 1823, Mr. Lemon, deputy keeper of the state papers, in the course of his researches among the presses of his office, met with a large Latin manuscript (i) with it were found corrected copies of the foreign dispatches written by Milton

\*a. hiefg

b. iehfg

c. fgeih

d. efghi

e. hifeg

14. (p) now if we use a system of co-ordinates (q) then, relative to this system, every fixed star describes a circle of immense radius in the course of an astronomical day (r)a result which is opposed to the statement of the law of inertia (s) which is rigidly attached to the earth

a. sqpr

b. psrq

c. sprq

\*d. psqr

e. qrsp

15. (v) it sets off a chain of events (w) that reverberates around the globe (x) the Brown family is one of the most respected in America (y) but behind the facade of fame and glamour lies a hidden web of, drugs and murder (z) when Henry Brown, one of the wealthiest and notorious men in the world, mysteriously dies

a. yxvzw

b. xzwvy

\*c. xyzvw

d. zvwxy

e. xywvz

**MODULE 12**

**PUNCTUATION**

## RYURun-ons - Comma Splices - Fused Sentences

**Run-ons, comma splices, and fused sentences are all names given to compound sentences that are not punctuated correctly. The best way to avoid such errors is to punctuate compound sentences correctly by using one or the other of these rules.**

1**. Join the two independent clauses with one of the coordinating conjunctions (and, but, for, or, nor, so, yet), and use a comma before the connecting word.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**He enjoys walking through the country, and he often goes backpacking on his vacations.**

**2. When you do not have a connecting word (or when you use a connecting word other than and, but, for, or nor, so, or yet between the two independent clauses) use a semicolon (;).**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_;\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**He often watched TV when there were only reruns; she preferred to read instead.**

**Or use an independent marker word.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; however,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**He often watched TV when there were only reruns; however, she preferred to read instead.**

**So, run-ons and fused sentences are terms describing two independent clauses which are joined together with no connecting word or punctuation to separate the clauses**.

**Incorrect: They weren't dangerous criminals they were detectives in disguise.**

**Correct: They weren't dangerous criminals; they were detectives in disguise.**

**Incorrect: I didn't know which job I wanted I was too confused to decide.**

**Correct: I didn't know which job I wanted, and I was too confused to decide.**

**3) Use a dependent marker word**

**Because I didn’t know which job I wanted, I was very confused.**

**HYPHEN**

**Hyphenated Compounds**

**A *compound word* is a combination of two or more words that serves the purpose of a single part of speech.**

**There are three possible ways of rendering compound words: they can be written separately (*prime minister, high school, vacation home*); they can be hyphenated (*all-day event, used-car dealer, three-week vacation, tongue-lashing, know-it-all attitude*); or they can be written as one word (*highway, spaceship, boyfriend, racehorse, onsite, offsite, the Australian outback*).**

**There is a wide range of variation in the use of hyphens to join compound words. No rules govern all combinations, and the possible combinations are virtually limitless, so many of them will not be found in the dictionary. Furthermore, even dictionaries vary in their treatment of some compound words.**

***PERMANENT COMPOUNDS***

**Some compounds are so common and so frequently used that they have become "permanent compounds." Combinations like*racehorse, boy scout, basketball, railroad, prime minister, vacation home, know-it-all, sit-in, city-state, high school, break-in, and breakout*can be looked up in a *current* dictionary to determine whether to separate them, hyphenate them, or write them as one word.**

**And even though some dictionaries may vary in their treatment of certain permanent compounds, at least the presence of one form or another in an authoritative dictionary provides justification for the style the writer finally settles on.**

**Once you have selected a style for a given compound word, however, it is essential that you use the form *consistently* within the body of that particular piece of writing. It will not do, for example, to write "science-fiction writers" in one paragraph, and then write "science fiction writers" two or three paragraphs later.**

**Of course, it would be perfectly acceptable to write "science-fiction writers," and then write "science fiction" later in the same piece, because in the first instance "science-fiction" is a compound adjective modifying the noun "writers," whereas in the second, the compound consists of the adjective "science" modifying the noun "fiction." Because the grammatical structures are different, they are not governed by the same rule of usage.**

***EXAMPLE:* Whatever science-fiction writers write tends to be labeled science fiction, even if it would fit better into the category of fantasy.**

***TEMPORARY OR "IMPROVISED" COMPOUNDS***

**Some compounds are created on the spot to fulfill a specific need (which is to say, they are *on-the-spot* creations). Permanent compounds often start out as improvised compounds, but then become so widely accepted that they are included in the dictionary as permanent compounds.**

**Examples of temporary compounds that have made the transition to permanent compounds are *know-it-all, heart-stopping, sit-in, and down-in-the-heels*. But even these compounds are hyphenated or not depending on the context of the sentences they occur in.**

***EXAMPLE***

**~That is a really *off-the-wall*suggestion.**

**~That suggestion is really off the wall.**

**~We should get rid of these out-of-date textbooks and replace them with more                up-to-date materials.**

**~Those textbooks are really out of date. The last time they were up-to-date was in          1949.**

**Notice that "out of date" can be left unhyphenated following the linking verb "are," but "up-to-date" still seems to require the hyphens. On the other hand, it would also be acceptable to write "These textbooks are really out-of-date," simply because that usage is so common, though usually a modifying compound is not hyphenated following the noun it modifies or following a linking verb ("to be" or "state of being" verb).**

**Besides, it would seem inconsistent to write "out of date" without hyphens following the linking verb when "up-to-date" is hyphenated in a similar context. Therefore, in the preceding example, it would be better (more consistent) to write "These textbooks are really out-of-date. The last time they were up-to-date was in 1948."**

**Most on-the-spot, improvised combinations, even some that are widely used (some *widely-used* ones), are not to be found in the dictionary, so writers must struggle to apply sometimes variable rules in order to achieve a reasonable level of consistency in their treatment of compound words.**

**Although there are exceptions to most of the rules governing compound words, there are some generally applicable principles, and some rules that are more reliably applicable than most.**

**HYPHENS WITH NUMBERS**

**1. The parts of written-out compound numerals from twenty-one to ninety-nine are joined by a hyphen.**

**forty-two**

**sixty-seven**

**eighty-one**

**ninety-nine**

**2. A hyphen joins the numerator and denominator of a written-out fraction.**

**two-thirds**

**one-fourth**

**four-fifths**

**one-thousandth**

**BUT when a hyphen already appears *in* either the numerator or the denominator, the hyphen *between* the numerator and denominator is omitted.**

**twenty-four thirty-fifths**

**three ten-thousandths**

**two twenty-fifths**

**3. When a written-out number or a numeral is joined to a unit of measurement and the resulting compound is used as an adjective, use a hyphen to join the number and its unit of measurement.**

**the 100-yard dash**

**a ten-day tour**

**a two-minute speech**

**a 40-hour work week**

**4. With other types of phrases with numbers, use hyphens to join the parts of the numerical modifier.**

**a nine-year-old girl**

**a six-year-old**

**a five-dollar bill**

**an eighteenth-century philosopher**

**a 20th-century novelist**

**5. A hyphen can be used to indicate a range of numbers, if an  *n*-dash is not available.**

**~The tour was 2-3 hours long.**

**~The U.S. was part of the Allied war effort in the years 1941-1945.**

**BUT if the phrase is written as "*from* . . . *to*" or "*between* . . . *and*,"  then the hyphen is *not* used to replace the second word.**

**WRONG: --The tour was between 2-3 hours long.**

**RIGHT: --The tour was between two and three hours long.**

**WRONG: --The U.S. was part of the Allied war effort in the years from 1941- 1945.**

**RIGHT: --The U.S. was part of the Allied war effort from 1941 to 1945.**

**WRONG: --The lead actors were from 12-14 years old.**

**RIGHT: --The lead actors were from 12 to 14 years old..**

**RIGHT: --The lead actors were between 12 and 14 years old..**

**RIGHT: --The lead actors were 12-14 years old.**

***PREFIXES***

          A prefix attached to a common word usually becomes part of the word, so that the combination is written as one word.

***I. COMMON PREFIXES***

*Most compounds made with the following prefixes are not hyphenated:*

anti             intra              re

co               macro       semi

de               micro        sub

hyper      non               supra

hypo           pre                trans

infra            pseudo     un

***EXAMPLES:***   *antiwar, cochampion, coadministration, cochair, codiscover, comanagement, copayment, cofounders, copartners, cohabitate, coauthorship, decommission, debriefing, hyperactive, hypoallergenic, interpersonal, intramural, infrastructure, macroeconomics, macrocosm, microchip, microcosmic, predawn, prewar, prehistory, preadult, preverbal, prehuman, premeasure, prerequisite, pseudoclassic, pseudopregnancy, pseudosophisticated, pseudoscientific, realign, reread, reabsorb, reallocate, reassemble, reanimate, reapply, reappoint, semiautomatic, semiannual, semiarid, semiformal, semiliterate, subgenre, subacute, subcutaneous, subcontract, subcategory, subadult, transcontinental, transmontane, transoceanic, unappealing, unintentional, uninhibited, uninspiring, unimpressive.*

***EXCEPTIONS***

*A. Compounds with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant, and sometimes even to prevent initial misreading or mispronunciation.*

          1. To avoid doubling a vowel:

***anti-art***

***anti-administration***

***co-opt (but cooperation)***

***de-emphasize***

          2. To avoid tripling a consonant:

***shell-like***

          3. To prevent initial reading or mispronunciation:

***re-cover****vs.****recover***(I will ***re-cover*** the sofa when I ***recover*** from the flu.)

***re-lay****vs.***relay** (***Relay*** the message. They will ***re-lay*** the tiles.)

***re-lease****vs.****release*** (Will you ***re-lease*** the apartment? Will they                ***release*** the hostages?)

*either****co-worker*** or ***coworker*** (but "coworker" could be initially                  misread as "cow-orker")

*B. When one of these prefixes is combined with a word that begins with a capital letter, a hyphen is used to avoid having a capital letter in the middle of the word.*

***anti-American***

***un-Christian***

***pseudo-British***

***trans-European***

***trans-Atlantic***

          The alternative forms "transatlantic" and "unchristian" have become fairly common recently, but when in doubt, stick to the rule about hyphenating a prefix when the word it is attached to begins with a capital letter.

***II.ALL AND SELF USED AS PREFIXES***

*When all and self are used as prefixes, they are usually hyphenated:*

***all-around***

***all-American***

***all-encompassing***

***all-wise***

***all-knowing***

***all-seeing***

***all-powerful***

***self-image***

***self-confident***

***self-examination***

***self-appointed***

***self-styled***

***self-announced***

***self-designated***

***self-starter***

***III. WORDS WITH GREAT AND GRAND AS PREFIXES***

*A.  When* ***great*** *is used as a prefix with kinship terms, it is hyphenated:*

***great-aunt***

***great-grandmother***

***great-uncle***

*B.   When* ***grand*** *is used as a prefix with kinship terms, it is sometimes hyphenated, sometimes not:*

***grandmother***

***grandfather***

***grand-uncle***

***grand-niece***

***IV. WORDS WITH HALF AS A PREFIX***

*Words with* ***half*** *as a prefix are usually, but not always, hyphenated :*

***half-life***

***half-asleep***

***half-baked***

***half-pound***

***half-kilo***

***half-hearted***or ***halfhearted***

***halfway***

## Brief Overview of Punctuation

**When speaking, we can pause or change the tone of our voices to indicate emphasis. When writing, we use punctuation to indicate these places of emphasis.**

**Independent clause: a clause that has a subject and a verb and can stand alone; a complete sentence**

**Dependent clause: a clause that has a subject and a verb but cannot stand alone; an incomplete sentence**

#### Comma

**Use a comma to join 2 independent clauses by a comma and a coordinating conjunction (and, but, or, for, nor, so).**

**Road construction can be inconvenient, but it is necessary.**

**The new house has a large fenced backyard, so I am sure our dog will enjoy it.**

**Use a comma after an introductory phrase, prepositional phrase, or dependent clause**.

**To get a good grade, you must complete all your assignments.**

**Because Dad caught the chicken pox, we canceled our vacation.**

**After the wedding, the guests attended the reception.**

**Use a comma to separate elements in a series. Although there is no set rule that requires a comma before the last item in a series, it seems to be a general academic convention to include it. The examples below demonstrate this trend.**

**On her vacation, Lisa visited Greece, Spain, and Italy.**

**In their speeches, many of the candidates promised to help protect the environment, bring about world peace, and end world hunger.**

**Use a comma to separate nonessential elements from a sentence. More specifically, when a sentence includes information that is not crucial to the message or intent of the sentence, enclose it in or separate it by commas.**

**John's truck, a red Chevrolet, needs new tires.**

**When he realized he had overslept, Matt rushed to his car and hurried to work.**

**Use a comma between coordinate adjectives (adjectives that are equal and reversible).**

**The irritable, fidgety crowd waited impatiently for the rally speeches to begin.**

**The sturdy, compact suitcase made a perfect gift.**

**Use a comma after a transitional element (however, therefore, nonetheless, also, otherwise, finally, instead, thus, of course, above all, for example, in other words, as a result, on the other hand, in conclusion, in addition)**

**For example, the Red Sox, Yankees, and Indians are popular baseball teams.**

**If you really want to get a good grade this semester, however, you must complete all assignments, attend class, and study your notes.**

**Use a comma with quoted words.**

**"Yes," she promised. Todd replied, saying, "I will be back this afternoon**."

**Use a comma in a date.**

**October 25, 1999**

**Monday, October 25, 1999**

**25 October 1999**

**Use a comma in a number.**

**15,000,000**

**Use a comma in a personal title.**

**Pam Smith, MD**

**Mike Rose, Chief Financial Officer for Operations, reported the quarter's earnings.**

**Use a comma to separate a city name from the state.**

**West Lafayette, Indiana**

**Dallas, Texas**

**Avoid comma splices (two independent clauses joined only by a comma). Instead, separate the clauses with a period, with a comma followed by a coordinating conjunction, or with a semicolon.**

**COLON**

#### Colon

**Use a colon to join 2 independent clauses when you wish to emphasize the second clause.**

**Road construction in Dallas has hindered travel around town: parts of Main, Fifth, and West Street are closed during the construction.**

**Use a colon after an independent clause when it is followed by a list, a quotation, appositive, or other idea directly related to the independent clause.**

**Julie went to the store for some groceries: milk, bread, coffee, and cheese.**

**In his Gettysburg Address, Abraham Lincoln urges Americans to rededicate themselves to the unfinished work of the deceased soldiers: "It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."**

**I know the perfect job for her: a politician.**

**Use a colon at the end of a business letter greeting.**

**To Whom It May Concern:**

**Use a colon to separate the hour and minute(s) in a time notation.**

**12:00 p.m.**

**Use a colon to separate the chapter and verse in a Biblical reference.**

**Matthew 1:6**

**SEMI COLON**

#### Semicolon

#### Use a semicolon to join 2 independent clauses when the second clause restates the first or when the two clauses are of equal emphasis.

**Road construction in Dallas has hindered travel around town; streets have become covered with bulldozers, trucks, and cones.**

**Use a semicolon to join 2 independent clauses when the second clause begins with a conjunctive adverb (however, therefore, moreover, furthermore, thus, meanwhile, nonetheless, otherwise) or a transition (in fact, for example, that is, for instance, in addition, in other words, on the other hand, even so).**

**Terrorism in the United States has become a recent concern; in fact, the concern for America's safety has led to an awareness of global terrorism.**

**Use a semicolon to join elements of a series when individual items of the series already include commas.**

**Recent sites of the Olympic Games include Athens, Greece; Salt Lake City, Utah; Sydney, Australia; Nagano, Japan.**

**COMMA**

## Extended Rules for Using Commas

**Extended Rules for Using Commas**

#### Comma Use

**1. Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: and, but, for, or, nor, so, yet.**

**The game was over**,but**the crowd refused to leave.**

**The student explained her question**, yet**the instructor still didn't seem to understand.**

**Yesterday was her brother's birthday**, so**she took him out to dinner.**

**2. Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.**

**a. Common starter words for introductory clauses that should be followed by a comma include after, although, as, because, if, since, when, while.**

While**I was eating**, **the cat scratched at the door.**

Because**her alarm clock was broken**, **she was late for class.**

If**you are ill**, **you ought to see a doctor.**

When**the snow stops falling**, **we'll shovel the driveway.**

**However, don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).**

**Incorrect:She was late for class, because her alarm clock was broken.**

**Incorrect:The cat scratched at the door, while I was eating.**

**Correct:She was still quite upset, although she had won the Oscar. (This comma use is correct because it is an example of extreme contrast)**

**b. Common introductory phrases that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over four words).**

Having finished the test,**he left the room.**

To get a seat,**you'd better come early**.

After the test but before lunch,**I went jogging.**

The sun radiating intense heat,**we sought shelter in the cafe.**

**c. Common introductory words that should be followed by a comma include yes, however, well.**

Well,**perhaps he meant no harm.**

Yes,**the package should arrive tomorrow morning.**

However,**you may not be satisfied with the results.**

**3. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.**

**Here are some clues to help you decide whether the sentence element is essential:**

* **If you leave out the clause, phrase, or word, does the sentence still make sense?**
* **Does the clause, phrase, or word interrupt the flow of words in the original sentence?**
* **If you move the element to a different position in the sentence, does the sentence still make sense?**

**If you answer "yes" to one or more of these questions, then the element in question is nonessential and should be set off with commas. Here are some example sentences with nonessential elements:**

**Clause:That Tuesday, which happens to be my birthday,is the only day when I am available to meet.**

**Phrase:This restaurant has an exciting atmosphere. The food, on the other hand,is rather bland.**

**Word:I appreciate your hard work. In this case, however,you seem to have over-exerted yourself.**

**4. Do not use commas to set off essential elements of the sentence, such as clauses beginning with that (relative clauses). That clauses after nouns are always essential. That clauses following a verb expressing mental action are always essential.**

**That clauses after nouns:**

**The book that I borrowed from you is excellent.**

**The apples that fell out of the basket are bruised.**

**That clauses following a verb expressing mental action:**

**She believes that she will be able to earn an A.**

**He is dreaming that he can fly.**

**I contend that it was wrong to mislead her.**

**They wished that warm weather would finally arrive.**

**Examples of other essential elements (no commas):**

**Students who cheat only harm themselves.**

**The baby wearing a yellow jumpsuit is my niece.**

**The candidate who had the least money lost the election.**

**Examples of nonessentialelements (set off by commas):**

**Fred, who often cheats,is just harming himself.**

**My niece, wearing a yellow jumpsuit,is playing in the living room.**

**The Green party candidate, who had the least money,lost the election.**

**Apples, which are my favorite fruit,are the main ingredient in this recipe.**

**Professor Benson, grinning from ear to ear,announced that the exam would be tomorrow.**

**Tom, the captain of the team,was injured in the game.**

**It is up to you,Jane,to finish.**

**She was**, **however,too tired to make the trip.**

**Two hundred dollars, I think,is sufficient.**

**5. Use commas to separate three or more words, phrases, or clauses written in a series.**

**The Constitution establishes the legislative**,**executive**,**and judicial branches of government.**

**The candidate promised to lower taxes**,**protect the environment**,**reducecrime**,**and end unemployment**.

**The prosecutor argued that the defendant**, **who was at the scene of the crime**,**who had a strong revenge motive**,**and who had access to the murder weapon**,**was guilty of homicide.**

**6. Use commas to separate two or more coordinate adjectives that describe the same noun. Be sure never to add an extra comma between the final adjective and the noun itself or to use commas with non-coordinate adjectives.**

**Coordinate adjectives are adjectives with equal ("co"-ordinate) status in describing the noun; neither adjective is subordinate to the other. You can decide if two adjectives in a row are coordinate by asking the following questions:**

* **Does the sentence make sense if the adjectives are written in reverse order?**
* **Does the sentence make sense if the adjectives are written with and between them?**

**If you answer yes to these questions, then the adjectives are coordinate and should be separated by a comma. Here are some examples of coordinate and non-coordinate adjectives:**

**He was a difficult**,**stubborn child. (coordinate)**

**They lived in a white frame house. (non-coordinate)**

**She often wore a gray wool shawl. (non-coordinate)**

**Your cousin has an easy**,**happy smile. (coordinate)**

**The 1) relentless**,**2) powerful3) summer sun beat down on them. (1-2 are coordinate; 2-3 are non-coordinate.)**

**The 1) relentless**,**2) powerful**, **3) oppressive sun beat down on them. (Both 1-2 and 2-3 are coordinate.)**

**7. Use a comma near the end of a sentence to separate contrasted coordinate elements or to indicate a distinct pause or shift.**

**He was merely ignorant**,**not stupid.**

**The chimpanzee seemed reflective**,**almost human.**

**You're one of the senator's close friends**,**aren't you?**

**The speaker seemed innocent**,**even gullible.**

**8. Use commas to set off phrases at the end of the sentence that refer back to the beginning or middle of the sentence. Such phrases are free modifiers that can be placed anywhere in the sentence without causing confusion. (If the placement of the modifier causes confusion, then it is not "free" and must remain "bound" to the word it modifies.)**

**Nancy waved enthusiastically at the docking ship, laughing joyously. (correct)**

**Incorrect:Lisa waved at Nancy, laughing joyously. (Who is laughing, Lisa or Nancy?)**

**Laughing joyously**, **Lisa waved at Nancy. (correct)**

**Lisa waved at Nancy**, **who was laughing joyously. (correct)**

**9. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.**

**Birmingham**,**Alabama**, **gets its name from Birmingham**,**England**.

**July 22**, **1959**,**was a momentous day in his life**. **Who lives at 1600 PennsylvaniaAvenue**,**Washington**, **DC?**

**Rachel B. Lake**,**MD**,**will be the principal speaker.**

**(When you use just the month and the year, no comma is necessary after the month or year: "The average temperatures for July 1998 are the highest on record for that month.")**

**10. Use a comma to shift between the main discourse and a quotation.**

**John said without emotion**,**"I'll see you tomorrow."**

**"I was able**," **she answered**,**"to complete the assignment."**

**In 1848**,**Marxwrote**,**"Workers of the world, unite!"**

**11. Use commas wherever necessary to prevent possible confusion or misreading.**

**To George**, **Harrison had been a sort of idol.**

#### Comma Abuse

**Commas in the wrong places can break a sentence into illogical segments or confuse readers with unnecessary and unexpected pauses.**

**12. Don't use a comma to separate the subject from the verb.**

**Incorrect:An eighteen-year old in California, is now considered an adult.**

**Incorrect:The most important attribute of a ball player, is quick reflex actions.**

**13. Don't put a comma between the two verbs or verb phrases in a compound predicate.**

**Incorrect:We laid out our music and snacks, and began to study.**

**Incorrect:I turned the corner, and ran smack into a patrol car.**

**14. Don't put a comma between the two nouns, noun phrases, or noun clauses in a compound subject or compound object.**

**Incorrect (compound subject):The music teacher from your high school, and the football coach from mine are married.**

**Incorrect (compound object):Jeff told me that the job was still available, and that the manager wanted to interview me.**

**15. Don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).**

**Incorrect (extreme contrast):She was late for class, because her alarm clock was broken. (incorrect)**

**Incorrect:The cat scratched at the door, while I was eating.**

**Correct:She was still quite upset, although she had won the Oscar.(This comma use is correct because it is an example of extreme contrast)**

#### Parenthesis

**Parentheses are used to emphasize content. They place more emphasis on the enclosed content than commas. Use parentheses to set off nonessential material, such as dates, clarifying information, or sources, from a sentence.**

**Muhammed Ali (1942-present), arguably the greatest athlete of all time, claimed he would "float like a butterfly, sting like a bee."**

#### Dash

**Dashes are used to set off or emphasize the content enclosed within dashes or the content that follows a dash. Dashes place more emphasis on this content than parentheses.**

**Perhaps one reason why the term has been so problematic—so resistant to definition, and yet so transitory in those definitions—is because of its multitude of applications.**

**In terms of public legitimacy—that is, in terms of garnering support from state legislators, parents, donors, and university administrators—English departments are primarily places where advanced literacy is taught.**

**The U.S.S. Constitution became known as "Old Ironsides" during the War of 1812—during which the cannonballs fired from the British H.M.S. Guerriere merely bounced off the sides of the Constitution.**

**To some of you, my proposals may seem radical—even revolutionary.**

**Use a dash to set off an appositive phrase that already includes commas. An appositive is a word that adds explanatory or clarifying information to the noun that precedes it.**

**The cousins—Tina, Todd, and Sam—arrived at the party together.**

#### Quotation Marks

**Use quotation marks to enclose direct quotations. Note that commas and periods are placed inside the closing quotation mark, and colons and semicolons are placed outside. The placement of question and exclamation marks depends on the situation.**

**He asked, "When will you be arriving?" I answered, "Sometime after 6:30."**

**Use quotation marks to indicate the novel, ironic, or reserved use of a word.**

**History is stained with blood spilled in the name of "justice."**

**Use quotation marks around the titles of short poems, song titles, short stories, magazine or newspaper articles, essays, speeches, chapter titles, short films, and episodes of television or radio shows.**

**"Self-Reliance," by Ralph Waldo Emerson**

**"Just Like a Woman," by Bob Dylan**

**"The Smelly Car," an episode of Seinfeld**

**Do not use quotation marks in indirect or block quotations.**

#### Italics

**Underlining and Italics are often used interchangeably. Before word-processing programs were widely available, writers would underline certain words to indicate to publishers to italicize whatever was underlined. Although the general trend has been moving toward italicizing instead of underlining, you should remain consistent with your choice throughout your paper. To be safe, you could check with your teacher to find out which he/she prefers. Italicize the titles of magazines, books, newspapers, academic journals, films, television shows, long poems, plays of three or more acts, operas, musical albums, works of art, websites, and individual trains, planes, or ships.**

**Time**

**Romeo and Juliet by William Shakespeare**

**The Metamorphosis of Narcissus by Salvador Dali**

**Amazon.com**

**Titanic**

**Italicize foreign words.**

**Semper fi, the motto of the U.S. Marine Corps, means "always faithful."**

**Italicize a word or phrase to add emphasis.**

**The truth is of utmost concern!**

**Italicize a word when referring to that word.**

**The word justice is often misunderstood and therefore misused.**

***MORE NOTES***

***“****Yes****,”*** *he said****, “****and I always keep my promises.****” –*** *DOUBLE QUOTES and COMMA*

*What is ESS****?***Electronic Screen Syndrome **(**ESS**)**, is the result of over exposure to screens in the forms of video game systems, tablets, and smart phones. – QUESTION MARK AND BRACKETS

*Cynthia’s daughter****,*** *Sarah****,*** *is a midwife****.*** *– COMMA AND FULL STOP*

*We can go to the museum to do some* ***research; Mondays*** *are pretty quiet there. – SEMI-COLON*

*It wasn’t* ***easy: to*** *begin with, I had to find the right house. - COLON*

*In the words of Whitney Houston****: “I’m*** *every woman****!****” – COLON, Apostrophe AND EXCLAMATORY*

If you use double **quotation marks**, then you should use **single quotation marks** for a **quote** within a **quote**. For **example**:

**"**When I say **'**immediately,**'** I mean some time before August,**"** said the manager. **"**Why did she call the man a **'**traitor**'**?**" – single and double quotes**

## Round Brackets

Round brackets (also called **parentheses**, especially in American English) are mainly used to separate off information that isn’t essential to the meaning of the rest of the sentence. If you removed the bracketed material the sentence would still make perfectly good sense. For example:

Mount Everest (in the Himalayas) is the highest mountain in the world.

There are several books on the subject (see page 120).

He coined the term "hypnotism" (from the Greek word hypnos meaning "sleep") and practiced it frequently.

They can also be used to enclose a comment by the person writing:

He’d clearly had too much to drink (not that I blamed him).

## Square Brackets

Square brackets (also called **brackets**, especially in American English) are mainly used to enclose words added by someone other than the original writer or speaker, typically in order to clarify the situation:

He [the police officer] can’t prove they did it.

If parentheses or brackets are used at the end of a sentence, the period should be placed outside, as the final punctuation:

They eventually decided to settle in the United States (Debbie's home).

Dante testified that it was the last time he saw them [the missing coins].

Dante testified that it was the last time he saw them [the missing coins]. – square brackets

### Braces

Braces are also known as curly brackets "{ }". On a qwerty keyboard, the left and right curly braces are found on the same keys as the square brackets.

Braces are mostly used in music or poetry. The only use for a brace in writing is when a writer presents or creates a list of equal choices for a reader or in a number set.

Examples:

* Number set: {2, 4, 6, 8, 10, 12}
* Equal choices: Choose a color **{**red, white, blue, pink**}** to paint the wall - Braces
* Music chords: [ {c, e, g} {e, g, c2} {g, c2, e2} ]

Non-**hyphenated** is an **example** of a **hyphenated** word. – hyphen

**Dash** implies change of thought - **Examples**, Use of **Dash** ... **Dash** (-) is **one** of those punctuation marks which create a dramatic impact in the written language.

**What he said was true - or so I thought**

**Alisha and Paras - they are a fun couple  will be visiting us this evening.**

The scheduled window for the cable installation is 1:00**–**3:00pm.

Em dashes can replace parentheses at the end of a sentence and the reader can choose to read out what is in between the dashes unlike what is between the brackets

After a split second of hesitation, the second baseman leaped for the ball—or, rather, limped for it.

We went to three countries **--**America, Australia and Canada **--**this summer.

Thoreau believes that “if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, . . . he will live with the license of a higher order of beings.”  
  
Thoreau argues that by simplifying one’s life, “the laws of the universe will appear less complex . . .” (152).

He was paid a meagre Rs. 80**/**day.  
This is a neatly furnished kitchen**/**dining room.

**KEY**

**1. “**Yes**,”** he said**, “**and I always keep my promises.**” –** DOUBLE QUOTES and COMMA

2. What is ESS**?**Electronic Screen Syndrome **(**ESS**)**, is the result of over exposure to screens in the forms of video game systems, tablets, and smart phones. – QUESTION MARK AND BRACKETS

3. Cynthia’s daughter**,** Sarah**,** is a midwife**.** – COMMA AND FULL STOP

4. We can go to the museum to do some **research; Mondays** are pretty quiet there. – SEMI-COLON

5. It wasn’t **easy: to** begin with, I had to find the right house. - COLON

6. In the words of Whitney Houston**: “I’m** every woman**!**” – COLON, Apostrophe AND EXCLAMATORY

7. **"**When I say **'**immediately,**'** I mean some time before August,**"** said the manager. **"**Why did she call the man a **'**traitor**'**?**" – single and double quotes**

8. Dante testified that it was the last time he saw them [the missing coins]. – square brackets

9. Choose a color **{**red, white, blue, pink**}** to paint the wall – Braces

10. Non-**hyphenated** is an **example** of a **hyphenated** word. – hyphen

11. **What he said was true - or so I thought.**

**12. Alisha and Paras - they are a fun couple will be visiting us this evening.**

13. The scheduled window for the cable installation is 1:00**–**3:00pm. - Dash

14. After a split second of hesitation, the second baseman leaped for the ball—or, rather, limped for

it.

15. We went to three countries **--**America, Australia and Canada **--**this summer. –Double dashes

16. Thoreau believes that “if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, . . . he will live with the license of a higher order of beings.”  
17. Thoreau argues that by simplifying one**’**s life, “the laws of the universe will appear less complex . . .” (152). – Ellipses and apostrophe

18. He was paid a meagre Rs. 80**/**day.

19. This is a neatly furnished kitchen**/**dining room. – Slash

20. Chris**’**s car had four 8**’**s in its number plate. -apostrophe

**MODULE 8**

**CRITICAL REASONING**

**A. Learn how to identify arguments**

**Is the text an argument?** An ***argument*** here doesn't mean a dispute or controversy. It means an attempt to provide a reason for believing something by citing something else. It is an attempt to show that something is true, or probably true, by appealing to something else, some reason or evidence, which indicates that it is true.

**B. Types of Arguments**

**Deductive and Inductive Arguments**

***Deductive arguments*** are arguments that show a tight connection between the premises and the conclusions. There is no possible way the conclusion could fail to be true if the premises are true. (That is not to say, of course, that the premises are true.) Arguments in mathematics and in pure logic are often of this sort: "If no one watered my plants during my vacation, they will all die. No one watered my plants during my vacation. Therefore, my plants have all died." The premises of that argument might possibly be false. But, if they are both true, then there is no way the conclusion can be false.

C. Putting it into your own words

**Now that you know how to break down arguments into premises and conclusions, you are able to translate a passage into your own words.**Each question is divided into two parts: the ***stimulus*** (the first part of the question that usually consists of an argument) and the ***stem***, which asks a questions such as, "which of the following is an assumption of the paragraph above?"  When you finish reading the stimulus, try to summarize in your mind what the argument in the stimulus is about (premises, conclusions, and assumptions). Most of the stimulus parts of the questions have a flaw that you can readily identify.

. Evaluate an argument

**Now that you can break a stimulus into premises and conclusions and put the argument into your own words, how do you find errors in the arguments?**

**The Usual Suspects: Common Logical Fallacies**

We've identified several logical errors that commonly appear in the Critical Reasoning questions.

**1. Circular Reasoning**

Here, an unsubstantiated assertion is used to justify another unsubstantiated assertion, which is, or at least could be, used to justify the first statement. For instance, Joe and Fred show up at an exclusive club. When asked if they are members, Joe says "I'll vouch for Fred." When Joe is asked for evidence that he's a member, Fred says, "I'll vouch for him."

**2. The Biased Sample Fallacy**The *Fallacy of the Biased Sample* is committed whenever the data for a statistical inference is drawn from a sample that is not representative of the population under consideration. The data drawn and used to make a generalization is drawn from a group that does not represent the whole.

F. Get an idea of the right answer

**If you can identify an argument and assess its strengths, you may come up with a right answer after reading the stem.**  
  
When you finish reading the stimulus and the stem and you have analyzed everything using the techniques above, you can usually come up with a pre-phrase of the right answer before even getting to the answer choices. Coming up with the right pre-phrase of the answer is only half of the battle, however. From the five answer choices, you have to pick the answer that most closely resembles your pre-phrased answer. The potential answers are difficult to read and contain traps. If you have a general idea of the answer going into the answer choices, you are in a good position to correctly identify the answer.

Test takers should not be discouraged if they cannot come up with a pre-phrase. Some questions are difficult and an immediate answer will not jump out at you.

Don't fall for traps from test writers

**If you have gone as far as to be able to identify and assess an argument, don't fall into a trap when picking an answer.**

Test writing is an extremely time-consuming task. One of the most difficult parts of test writing is generating the "junk" wrong answer choices. Test writers have an easy way out. On nearly every question you will see wrong answers that are either the **trick opposites** or **scope traps**. These wrong answers do not do much to test ability; they are simply there to fool inexperienced and unskilled test takers. Test writers like to use them because they take a few seconds to write and fool most students, thereby making the question "harder."

On the positive side, a skilled test taker may quickly identify these two trap questions types. Most of the wrong answers in any given Verbal test will be one of the two types of junk answers. If you can identify the junk answer choices, you may thereby eliminate wrong answers and increase your chances of getting the right answer. Below we have several examples.

**II. Typical Critical Reasoning Question Types**

**A. Must Be True Questions  
B. Assumption Questions  
C. Strengthen and Weaken Questions  
D. Main Point Questions  
E. Paradox Questions  
F. Reasoning Questions**

**A. Must Be True Questions**

Must Be True Questions are extremely common. These are the typical Must Be True Questions:

* If the statements above are true, which of the following must also be true?
* Which of the following is [implied, must be true, implicit, most reasonably drawn] in the passage above?
* Which of the following conclusions can most properly be drawn if the statements above are true?
* Which of the following inferences (**inference** means the same thing as "must be true" on the test) is best supported by the statement made above? (**Conclusions** differ from **inferences** in that conclusions are the result of premises and inferences are something that must be true.)

**How to tackle "Must Be True Questions":**

1. Read the stimulus and look for the argument.
2. Note that Must Be True questions may not be an argument. They may just be a series of facts. Nevertheless, try to find the argument.
3. MUST BE TRUE questions

B. Assumption Questions

An assumption is an unstated premise that supports the author's conclusion. It's the connection between the stated premises and the conclusion. An assumption is something that the author's conclusion depends upon. Assumption questions are extremely common and have stems that look like this:

* Which of the following most accurately states a hidden assumption that the author must make in order to advance the argument above?
* Which of the following is an assumption that, if true, would support the conclusion in the passage above?

**How to approach Assumption Questions**

1. **Look for gaps between the premises and the conclusion. Ask yourself why the conclusion is true. Before you progress to the answer choices, try to get feel of what assumption is necessary to fill that gap between the premises.**
2. **Beware of extreme language in the answer choices of assumption questions. Assumptions usually are not extreme. "Extreme" answer choices usually contain phrases such as *always, never,* or *totally.***

C. Strengthen and Weaken Questions

Assumptions connect premises to conclusions. You may strengthen or weaken an argument by strengthening or weakening the assumptions. Here are some examples of Strengthen/Weaken question stems:

Strengthening:

* The conclusion would be more properly drawn if it were made clear that...
* Which of the following, if true, would most strengthen the conclusion drawn in the passage above?
* The argument as it is presented in the passage above would be most strengthened if which of the following were true?

**D. Main Point Questions**

In MAIN POINT questions, you have to identify the conclusion of an argument. You are trying to find the author's point and should approach this question in a similar way to the reading comprehension main point questions. They come in several different formats:

* The main point of the passage is that...
* Which of the following statements about... is best supported by the statements above?
* Which of the following best states the author's conclusion in the passage above?
* Which of the following conclusions can be most properly drawn from the data above?

The conclusion of arguments in Main Point questions is usually not directly stated. To find the conclusion, identify the premises and then identify the conclusion drawn from the premises. Main Point questions differ from the other Critical Reasoning questions in that the argument in the stimulus is usually valid. (In most other Critical Reasoning questions the reasoning is flawed.)

**How to approach Main Point Questions:**

1. **Analyze scope**: main point junk answers will typically go outside the direct scope of the passage. Be careful to look directly at the scope of the question. Main Point answers must be within the scope of the passage. Your opinions or information outside of the passage are always outside of the scope.
2. Knock out answers with extreme wording. Main Point answers typically do not use *only, always, never, best* or any strong words that leave little wiggle room. The right answers on Main Point

**E. Paradox Questions**

These questions present you with a paradox, a seeming contradiction in the argument, and ask you to resolve it or explain how that contradiction could exist. Paradox questions are rare and more common at the higher skill levels. Here are some examples of the ways in which these questions are worded:

* Which of the following, if true, would help to resolve the apparent paradox presented above?
* Which of the following, if true, contributes most to an explanation of the apparent discrepancy described above?

**How to approach paradox questions**

1. Read the argument and find the apparent paradox, discrepancy, or contradiction.

2. State the apparent paradox, discrepancy, or contradiction in your own words.

3. Use POE (process of elimination). The best answer will explain how both sides of the paradox, discrepancy, or contradiction can be true. Eliminate answers that are out of scope.

**F. Reasoning Questions**

Reasoning questions ask you to describe how the argument was made, not necessarily what it says. Here are some examples of the ways in which these questions are worded:

* How does the author make his point?
* A major flaw in the argument above is that it...
* A's response has which of the following relationships to B's argument?

**How to approach Reasoning Questions**

1. Read the argument and find the conclusion.

2. State the reasoning in your own words.

TYPES OF QUESTIONS

1. Assumptions
2. Conclusion
3. Strengthen Argument
4. Weaken Argument
5. Bold Face CR
6. Inference
7. Must Be True
8. Cause and Effect
9. Resolve a Paradox

~~Numbers and Percents~~

1. Logical Flaw
2. Additional Evidence
3. Similar Reasoning
4. Argument Evaluation
5. Complete the Passage
6. Method of Reasoning

1.

I do not need an alarm clock as my bedroom has a window to the east.   
  
Which of the following is an assumption involved in the argument above?  
  
  
A. I cannot sleep for more than twelve hours at a stretch.  
  
B. I can wake up on my own.  
  
C. I sleep at night.   
  
D. The morning sunlight falls on my face because my bed stands next to the window.  
  
E. The windows in my bedroom have sheer glass.

B is incorrect because it states "I can wake up on my own". If the person can wake up on his or her own then why bother stating there is a window to the east and THIS makes an alarm clock redundant? Surely the window is helping this person in some way or they could've said I sleep inside a cave and dont require an alarm clock. Who cares about the help this window provides right?   
  
If Option C is Negated and the person CAN sleep during the day, again, why would the argument care about the window to the east? Note, this person WANTS to wake up on time, thus the alarm clock is mentioned but the window to the EAST does the job. Why? It could've been on the floor. The idea is, this person cannot sleep during the day. The sun or the position of the bed is not relevant.

2.

The peculiar evil of silencing the expression of an opinion is that it robs the human race. It takes from posterity, as well as the existing generation, and from those who dissent from the opinion even more than from those who hold it. If the opinion is right, they are deprived of the opportunity of exchanging error for truth; if it is wrong, they lose what is almost as great a benefit: the clearer perception and livelier impression of truth, produced by its collision with error.  
  
Which one of the following best expresses the conclusion presented in the argument?  
  
(A) Silencing the expression of an opinion is robbing the human race.  
(B) Silencing the expression of an opinion harms those who dissent more than those who agree.  
(C) Anyone who agrees with an opinion would not want to silence its expression.  
(D) Gaining a clearer perception and livelier impression of truth is a great benefit.  
(E) The greatest benefit is the opportunity of exchanging truth for error.

A. Silencing the expression of an opinion is robbing the human race. ->this is correct since all the premises are given to prove this concl only   
  
B. Silencing the expression of an opinion harms those who dissent more than those who agree. -> this is not a concl but a premise and may be sub concln  
  
C. Anyone who agrees with an opinion would not want to silence its expression. -> this is not mentioned anywhere OOS  
  
D. Gaining a clearer perception and livelier impression of truth is a great benefit. -> this is just an inference  
  
E. The greatest benefit is the opportunity of exchanging truth for error -> this is extreme option hence eliminate

3.

Advertising by mail has become much less effective, with fewer consumers responding. Because consumers are increasingly overwhelmed by the sheer amount of junk mail they receive, most discard almost all offers without considering them. Thus, an effective way for corporations to improve response rates would be to more carefully target the individuals to whom they mail advertising, thereby cutting down on the amount of junk mail each consumer receives.  
  
Which of the following, if true, would most support / strengthen this recommendation?  
  
  
(A) There are cost effective means by which corporations that currently advertise by mail could improve response rates.  
  
(B) Many successful corporations are already carefully targeting the individuals to whom they mail advertising.  
  
(C) Any consumer who, immediately alter receiving an advertisement by mail, merely glances at it is very likely to discard it.  
  
(D) Improvements in the quality of the advertising materials used in mail that is carefully targeted to individuals can improve the response rate for such mail.  
  
(E) Response rates to carefully targeted advertisements by mail are considerably higher, on average, than response rates to most other forms of advertising.  
  
**Step 1: Identify the Question**  
  
The words if true and support in the question stem indicate that this is a **Strengthen the Argument** question.  
  
**Step 2: Deconstruct the Argument**  
  
Mail ad à Less eff (++ junk)  
  
Ó Target mail ads à improve resp rate  
  
**Step 3: Pause and State the Goal**  
  
On Strengthen questions, the correct answer should make the conclusion more likely to be valid. What would make it more likely that the plan to more carefully target mailed advertisements will have its intended effect of increasing response rate?  
  
**Step 4: Work from Wrong to Right**  
  
(A) The argument focuses on the effects of a particular plan: more targeted advertising to improve response rates. Whether there alternative methods to improve response rates is not relevant.  
  
(B) If anything, this choice weakens the argument. If some companies (successful ones!) are already targeting ads but overall response rates are still declining (as the argument states), then perhaps the plan is not a good one after all.  
  
(C) The argument already states that consumers frequently discard advertisements. This answer does not provide any additional information.  
  
(D) This answer provides an additional means that companies could use to improve response rates: improving the quality of materials. However, this answer does not address whether the plan in the argument (more targeted advertising) will be effective on its own.  
  
**(E) CORRECT**. This answer provides evidence that the plan will have its intended effect: targeted advertising does generate higher response rates.  
  
**Evaluation of a Plan**  
  
**Situation**   
Advertising by mail has become less effective because consumers overwhelmed with the amount of junk mail they receive discard almost all of it without considering it.  
  
**Reasoning**   
*What would most help to support the claim that making mail advertising more carefully targeted would improve response rates?* The passage recommends targeted advertising, reasoning that since targeted advertising would reduce the total amount of junk mail consumers receive, it would generate higher response rates. Any additional evidence for the claim that carefully targeted advertising would improve response rates would support this recommendation.  
  
(A) Even if targeted advertising and every other means of improving response rates were too expensive to be cost-effective, **targeted advertising could still be effective for any corporation willing to pay the expense**.  
  
(B) If many corporations already mail targeted advertising, and mail advertising is nonetheless yielding declining response rates, that suggests that targeted mail is an **ineffective way** to increase response rates.  
  
(C) This could be equally true for **targeted and untargeted** mail advertising, so it **does not suggest that the former is more effective**.  
  
(D) The question under consideration is whether more carefully targeted mail advertising would in itself increase response rates, not whether higher quality advertising would do so.  
  
**(E) Correct**. This provides some evidence that carefully targeted mail advertising is associated with higher response rates than untargeted mail advertising is, and therefore that targeting mail advertising more carefully would improve response rates.

4. Sales of telephones have increased dramatically over the last year. In order to take advantage of this increase, Mammoth Industries plans to expand production of its own model of telephone, while continuing its already very extensive advertising of this product.  
  
Weaken the argument: Which of the following, if true, provides most support for the view that Mammoth Industries cannot increase its sales of telephones by adopting the plan outlined above?  
  
(A) Although it sells all of the telephones that it produces, Mammoth Industries' share of all telephone sales has declined over the last year.  
  
(B) Mammoth Industries' average inventory of telephones awaiting shipment to retailers has declined slightly over the last year.  
  
(C) Advertising has made the brand name of Mammoth Industries' telephones widely known, but few consumers know that Mammoth Industries owns this brand.  
  
(D) Mammoth Industries' telephone is one of three brands of telephone that have together accounted for the bulk of the last year's increase in sales.  
  
(E) Despite a slight decline in the retail price, sales of Mammoth Industries' telephones have fallen in the last year.

**(A) Although it sells all of the telephones that it produces, Mammoth Industriesâ€™ share of all telephone sales has declined over the last year.**  
  
This does not weaken the argument. In fact, Mammoth sold all of its phones. By increasing production it will in all likelihood sell the extra phones.   
  
**(B) Mammoth Industriesâ€™ average inventory of telephones awaiting shipment to retailers has declined slightly over the last year.**  
  
Not quite sure how this relates to the argument. Telephones awaiting shipment and telephones sold do not fall into the same category.   
  
**(C) Advertising has made the brand name of Mammoth Industriesâ€™ telephones widely known, but few consumers know that Mammoth Industries owns this brand.**  
  
People are buying the phone. That is the important part. Whether these people know that Mammoth owns the brand is not important to sales.  
  
**(D) Mammoth Industriesâ€™ telephone is one of three brands of telephone that have together accounted for the bulk of the last yearâ€™s increase in sales.**  
  
That's great - looks like mammoth is doing well, and will continue to do well by expanding its production.  
  
(E) Despite a slight decline in the retail price, sales of Mammoth Industriesâ€™ telephones have fallen in the last year.  
  
Hmm...suddenly things do not look so rosy for Mammoth. The rest of the market did well, yet Mammoth phones did poorly. Thus, one can't base market trends on Mammoth's phones sales. Sure the market may continue to do well, but that does not imply Mammoth will be able to take advantage of a surging market.

5.

Many people choose listening to a particular kind of music that is compatible with the mental state they are in. However, **studies have shown that people can report feeling happier and calm after listening to sad music.**Nevertheless, it is uncalled for to conclude that sad music actually makes people happy. The studies also found that the people only felt positive emotions after listening to sad music when the purpose of listening to it was to release emotions. Contrarily, **when the purpose of listening to such music was to recall memories, people felt even more morose after listening to sad music.**  
  
In the above argument, the two boldface portions play which of the following roles?

A) The first is an observation that the argument accepts as true; the second is a belief that forms part of the support for the main conclusion of the argument.  
B) The first is evidence against the main conclusion of the argument; the second is an intermediate conclusion used to support the main conclusion of the argument.  
C) The first is evidence that is used to support a conclusion drawn in the argument; the second is part of the reasoning used to support another conclusion drawn in the argument.  
D) The first is an observation, an implication of which is disputed in the argument; the second is part of the reasoning used to support the position taken by the argument as a whole.  
E) The first is a belief that the argument does not dispute; the second is an observation that forms part of the support for the main conclusion of the argument

Main Conclusion = Many people choose listening to a particular kind of music that is compatible with the mental state they are in.

**Quote:**

A) The first is an observation that the argument accepts as true; the second is a belief that forms part of the support for the main conclusion of the argument.

First part of option A can be true but second part (BF2) doesn't support the main conclusion. When People wanted to be happy/ just recall memories ( read were not sad) they felt more morose after listening to sad music. This doesn't support the main conclusion. Option A is out.

**Quote:**

B) The first is evidence against the main conclusion of the argument; the second is an intermediate conclusion used to support the main conclusion of the argument

First part can be true but second part is incorrect as BF2 is not intermediate conclusion. BF2 is study which can be a observation/evidence. Option B is out.

**Quote:**

C) The first is evidence that is used to support a conclusion drawn in the argument; the second is part of the reasoning used to support another conclusion drawn in the argument.

First part is incorrect. In the stem after the BF1 , "however" shows a contrast. Option C is out.

**Quote:**

D) The first is an observation, an implication of which is disputed in the argument; the second is part of the reasoning used to support the position taken by the argument as a whole.

First part can be true as the conclusion is disputed in BF1. Second part is also correct as BF2 is used as a reasoning to dispute the main conclusion.  
Correct.

**Quote:**

E) The first is a belief that the argument does not dispute; the second is an observation that forms part of the support for the main conclusion of the argument

First part is wrong as the BF1 disputes the main conclusion. Option E is wrong.

6.

Studies have shown that a large percentage of car accidents are caused by aggressive driving. To help reduce the number of accidents and to promote traffic safety in general, insurance companies have begun to issue discounts to drivers who take defensive driving courses. Research shows that people who practice defensive driving are considerably less likely to get into a car accident. Therefore, the insurance company’s plan should help reduce the number of accidents.   
  
Assuming the statements above are true, which of the following can be inferred from them?   
  
  
A. The majority of accidents are caused by drivers who possess insurance.   
  
B. People who manage to consistently avoid car accidents are likely practicing defensive driving.   
  
C. Young males and other demographics known for disproportionately being involved in car accidents are less likely to practice defensive driving than other demographics.   
  
D. An individual who does not practice defensive driving is always more likely to get into a car accident than an individual who does practice defensive driving.   
  
E. Discounts are the most effective way for insurance companies to promote defensive driving.

answer is (C).   
  
Let’s first look at answer choice (B) and why it is incorrect:  
  
Essentially, this answer choice is saying that people who practice defensive driving are likely to avoid accidents. However, those who in general avoid accidents could be doing so for a variety of reasons, i.e. defensive driving isn’t the only way to avoid accidents. (You can think of those who avoid accidents as a large circle or which defensive drivers are only a small circle within this large circle).   
  
So let’s say 90% of people who avoid accidents do so because of something besides defensive driving (e.g. they get their brakes tested). If this is the case, then (B) is invalidated, because the people who are consistently avoiding accidents are not necessarily practicing defensive driving.   
  
As for answer (C), though it may seem “out of scope” because it mentions demographics not found in the prompt, inference questions can pertain to information outside the passage. As long as the statement can be inferred based on the information in the passage.   
  
In this case, “those who practice defensive driving are considerably less likely to get into a car accident” does not include young male/other demographics. This group, based on the information in the passage, is likely to get into a car accident. Therefore, young males/others are less likely to practice defensive driving.

7.

Fact: Asthma, a bronchial condition, is much less common ailment than hay fever, an allergic inflammation of the nasal passages.  
  
Fact: Over 95 percent of people who have asthma also suffer from hay fever.  
  
If the information given as facts above is true, which of the following must also be true?  
  
(A) Hay fever is a prerequisite for the development of asthma.  
  
(B) Asthma is a prerequisite for the development of hay fever.  
  
(C) Those who have neither hay fever nor asthma comprise less than 5 percent of the total population.  
  
(D) The number of people who have both of these ailments is greater than the number of people who have only one of them.  
  
(E) The percentage of people suffering from hay fever who also have asthma is lower than 95 percent.

A: Hay fever is prerequisite for Asthma: No what about the 5 % Ashthmatic people who are outside the circle of Hay Fever?  
B: Definitely not, lot of people are lying in the are of Hay Circle which is not shared with Asthma circle  
C: No, the population circle can be really really big, and Asthma and Hay Fever Circle combined may make a small part of its area!  
D:Number of people who have only hay fever and not asthma - the unshared portion of Hay Fever circle - can be really big, as per fact 1  
E: Correct - Since Hay Fever is much more common, there a lot of people in unshared portion and this will make the number of people with both ailments 95 %.  
If there was an exact number of people with Asthma, and Hay Fever, then the %age of people with Hay Fever who also have Asthma will be 95 %. As the number of people with Hay Fever is much migger than those with Hay Fever, those with both will comprise a smaller percentage of the total hay fever group.

8.

It is true of both men and women that those who marry as young adults live longer than those who never marry. This does not show that marriage causes people to live longer, since, as compared with other people of the same age, young adults who are about to get married have fewer of the unhealthy habits that can cause a person to have a shorter life, most notably smoking and immoderate drinking of alcohol.   
  
Cause and effect: Which of the following, if true, most strengthens the argument above?   
  
  
(A) Marriage tends to cause people to engage less regularly in sports that involve risk of bodily harm.   
  
(B) A married person who has an unhealthy habit is more likely to give up that habit than a person with the same habit who is unmarried.   
  
(C) A person who smokes is much more likely than a nonsmoker to marry a person who smokes at the time of marriage, and the same is true for people who drink alcohol immoderately.   
  
(D) Among people who marry as young adults, most of those who give up an unhealthy habit after marriage do not resume the habit later in life.   
  
(E) Among people who as young adults neither drink alcohol immoderately nor smoke, those who never marry live as long as those who marry.

It is clearly E   
  
The argument is saying that those who marry young tend to live longer, **NOT** *because they are marrie*d, **BUT** *because they tend to not have unhealthy habits*.   
  
E strengthens the argument saying that among young people, those who do not have unhealthy habits but **DO NOT** marry live as long as the ones that **DO** marry.

9.

A recent article in one of the nation's leading newspapers noted that despite the government's warning about peanut butter likely being contaminated by salmonella and the government's subsequent recall of a limited amount of peanut butter, 90% of grocery store shoppers surveyed said that they did not plan to change their peanut butter purchasing habits. Nevertheless, roughly two months after the limited recall and one month after the leading newspaper published its article, the country's peanut butter manufacturers reported that same-store sales to grocery store shoppers fell 75% year-over-year.

Which of the following, if true, best explains the apparent paradox above?

A) The initial survey of shoppers failed to consider the effect of subsequent cuts in the price of peanut butter.

B) Fearing additional instances of contamination and subsequent lawsuits, many retailers that sold peanut butter removed the product voluntarily from their shelves.

C) A report similar to the report that appeared in the leading newspaper appeared in one of the nation's tabloid magazines on the same day.

D) Days before the newspaper conducted its survey, a widely-respected bacterial research specialist published an op-ed article in a major newspaper arguing that the threat from salmonella-infected peanut butter was smaller than the government would later contend.

E) A study published after the government recall of some peanut butter stated that individuals intended to change the type of jelly and bread they purchased.

The paradox: After a government recall of some peanut butter, shoppers indicated that they would not change their peanut butter purchasing habits. However, same-store-sales of peanut butter subsequently fell dramatically.

Since consumers did not publicly signal any intention to change their behavior, another explanation must exist. Multiple possible explanations exist: the stores voluntarily removed peanut butter, subsequent and more damaging information about peanut butter contamination became public, or consumers responded to the survey in a biased manner (e.g., denying that they will change their purchasing habits so as to appear as if they never fell for purchasing contaminated products).

1. This answer heightens the paradox by making the subsequent fall in sales of peanut butter even more unexplainable since a price cut would have stimulated sales (not provided an explanation for their decline).
2. This answer identifies a correct explanation for the paradox. With stores fearful about lawsuits, they removed peanut butter and consequently "same-store sales to customers fell."
3. Although a tabloid is a much less respected source than a leading newspaper, the fact still remains that the article appeared in a leading newspaper. Further, the source of the news does not explain the discrepancy between individuals' stated intent to continue purchasing peanut butter and the subsequent poor sales figures. If the tabloid as a source were a problem, it would only further increase the paradox over why sales declined (why would consumers seemingly base their decisions upon a tabloid).
4. When the individuals took the survey where they stated their intent to continue purchasing peanut butter, they knew about the op-ed piece as it appeared "days before the newspaper conducted its survey." Consequently, the op-ed cannot explain individuals' switch in behavior (i.e., intending to purchase peanut butter but then deciding not to).
5. The original argument notes that "the country's peanut butter manufacturers" (i.e., every manufacturer accounted for—not limited to the specific type of peanut butter recalled) reported a drop in sales. Although consumers' intention to change the type of jelly and bread they purchased could imply that consumers would change the type of peanut butter they purchased, it does not explain why sales would virtually stop altogether. There is a difference between changing the type of jelly purchased (and by correlation, the type of peanut butter purchased) and stopping purchasing jelly altogether (and by correlation, stopping purchasing peanut butter altogether).

10 .

Brunhilda: Economists have predicted that our generation will be the first that cannot confidently look forward to having a better standard of living than that enjoyed by our parents.  
  
Siegfried: That's simply untrue. My father's standard of living is nowhere near as high as his parents' was, and my own standard of living is already higher than that of my parents.   
  
Logical Flaw: Which of the following best describes the error of reasoning contained in Siegfried's argument above?   
A. It relies upon an unreasonable appeal to authority.   
B. It assumes the truth of what it sets out to prove.   
C. It offers an example that is not inconsistent with Brunhilda's argument.   
D. It is based on an unproven speculation about future events.   
E. It uses evidence of a correlation to argue the existence of a causal relationship.

Paraphrasing a bit to make the stimulus follow the fallacy above:  
  
\* Brunhilda: Economists have predicted that our generation will be the first that cannot confidently look forward to having a better standard of living than that enjoyed by our parents.  
  
\* Siegfried: **[From my experiences]** My father's standard of living is nowhere near as high as his parents' was, and my own standard of living is already higher than that of my parents. **So your point is simply untrue**  
  
Siegfried assumes his own experience is comprehensive enough ==> He is an expert /authority of this matter ==> His conclusion must be true.  
  
This error is very common. When you hear some one says:  
*The scientists say that.....  
I have a book that says......  
I read a newspaper that says......  
I saw on TV.........  
From my own experience, I think.......*  
  
Immediately, you should think about the fallacy "appeal to authority". You should ask:  
*The scientists have expertise on this matter ?  
The book is believable ?  
The information on newspaper is true ?  
The TV channel is biased or not?  
Your own experience is comprehensive enough?  
etc.......*  
  
**ANALYZE EACH ANSWER**  
  
A. It relies upon an unreasonable appeal to authority.   
**Correct.** As stated above.  
  
B. It assumes the truth of what it sets out to prove.   
**Wrong.** The truth of what Siegfried said is actually true (from his family experience), not out of prove as B says.  
  
C. It offers an example that is not inconsistent with Brunhilda's argument.   
**Wrong. Shell Game**. The language used in C may make you think C is correct, but it's not. Actually, Siegfried opposed what Brunhilda mentioned because he said "this is simply untrue".  
  
D. It is based on an unproven speculation about future events.   
**Wrong.** Siegfried did not base his argument on future events, actually he mentioned something in the past (his family experience)  
  
E. It uses evidence of a correlation to argue the existence of a causal relationship.  
**Wrong.**Siegfried did not oppose to any causal relationship here.

11.

John usually sorts incoming mail, such as bills and legal papers, into different folders according to various criteria. When he needs a specific document, John looks for it in the appropriate folder. However, if John mistakenly puts a letter into the wrong folder, he will not find it later when he looks in the appropriate folder. Jane hypothesizes that refraining from sorting the letters, but rather searching through all of them when necessary, would be more efficient.  
  
Additional evidence: Which of the following investigations is most likely to yield significant information that would help evaluate Jane's hypothesis?  
  
A. Stopping the sorting, and seeing whether John is pleased with the new system  
B. Using each method for a month, and seeing which has more sorting errors  
C. Comparing the time it takes to sort the letters with the time it takes to find a misplaced letter  
D. Comparing the look-up time without sorting with the look-up time in case of a sorting error  
E. Comparing the time saved by having pre-sorted folders to the time wasted on sorting and on sorting errors

A. Stopping the sorting, and seeing whether John is pleased with the new system Irrelevant  
B. Using each method for a month, and seeing which has more sorting errorsWe need to be more efficient. This means we need to be concerned about saving time and efforts. This may save efforts but may not save time  
C. Comparing the time it takes to sort the letters with the time it takes to find a misplaced letter only 1 misplaced letter? What if the time to find 1 letter is very low but John misplaces a lot of letters. This will increase the total time and effort.  
D. Comparing the look-up time without sorting with the look-up time in case of a sorting error "a" sorting error. What if there are a lot of sorting errors?

There is another problem with D: if Jane sorts than she spend time to sort (time 1) and to look-up presorted (time 2) (2 different times). If she doesn't sort - only tyme to look-up unsorted (time 3). But D compares time 3 to time 2. However states nothing about time 1.

E. Comparing the time saved by having pre-sorted folders to the time wasted on sorting and on sorting errors Correct.

12.

Beautiful beaches attract people, no doubt about it. Just look at this city's beautiful beaches, which are among the most overcrowded beaches in the state.

Which of the following exhibits a pattern of reasoning most similar to the one exhibited in the argument above?

A. Moose and bear usually appear at the same drinking hole at the same time of day. Therefore, moose and bear must grow thirsty at about the same time.

B. Children who are scolded severely tend to misbehave more often than other children. Hence if a child is not scolded severely that child is less likely to misbehave.

C. This software program helps increase the work efficiency of its users. As a result, these users have more free time for other activities.

D. During warm weather my dog suffers from fleas more so than during cooler weather. Therefore fleas must thrive in a warm environment.

E. Pesticides are known to cause anaemia in some people. However, most anaemic people live in regions where pesticides are not commonly used.

The correct response is (D). The original argument bases a conclusion that one phenomenon causes another on an observed correlation between the two phenomena. The argument boils down to the following:   
  
Premise: X (beautiful beach) is correlated with Y (crowd of people).   
Conclusion: X (beautiful beach) causes Y (crowd of people).   
  
Answer choice (D) demonstrates the same pattern of reasoning:   
  
Premise: X (warm weather) is correlated with Y (fleas).   
Conclusion: X (warm weather) causes Y (fleas).   
  
(A) demonstrates a different pattern of reasoning than the original argument:   
  
Premise: X (moose at the drinking hole) is correlated with Y (bears at the drinking hole).   
Conclusion: X (moose) and Y (bear) are both caused by Z (thirst).   
  
(B) demonstrates a different pattern of reasoning than the original argument:   
  
Premise: X (scolding children) is correlated with Y (misbehavior among children).   
Assumption: Either X causes Y, or Y causes X.   
Conclusion: Not X (no scolding) will be correlated with not Y (no misbehavior).   
  
(C) demonstrates a different pattern of reasoning than the original argument:   
  
Premise: X (computer program) causes Y (efficiency).   
Assumption: Y (efficiency) causes Z (free time).   
Conclusion: X (computer program) causes Z (free time).   
  
(E) demonstrates a different pattern of reasoning than the original argument. In fact, (E) is not a complete argument; it contains two premises but no conclusion:   
  
Premise: X (pesticides) causes Y (anemia).   
Premise: Not X (pesticide-free regions) is correlated with Y (anemia).

13.

George: Some scientists say that global warming will occur because people are releasing large amounts of carbon dioxide into the atmosphere by burning trees and fossil fuels. We can see, though, that the predicted warming is occurring already. In the middle of last winter, we had a month of springlike weather in our area, and this fall, because of unusually mild temperatures, the leaves on our town’s trees were three weeks late in turning color.  
  
Which one of the following would it be most relevant to investigate in evaluating the conclusion of George’s argument?  
  
(A) whether carbon dioxide is the only cause of global warming  
(B) when leaves on the trees in the town usually change color  
(C) what proportion of global emissions of carbon dioxide is due to the burning of trees by humans  
(D) whether air pollution is causing some trees in the are to lose their leaves  
(E) whether unusually warm weather is occurring elsewhere on the globe more frequently than before

Very often, when atacking a CR question , we must look at the CONCLUSION, premises just to support the conclusion and they should not be touched.   
  
Premise 1 ( provided by very smart people!) : global warming will occur because people are releasing large amounts of carbon dioxide into the atmosphere, so: **the release of CO2 leads -> to global warming**  
  
Premise/evidence 2: we had a month of springlike weather AND this fall the leaves on our town’s trees were three weeks late in turning color.**Evidence of warm weather is provided**.   
We begin to believe in the premise 1 provided by scientists and the evidence provided in premise 2.   
  
**Conclusion is : the predicted warming is occurring already** Ok so far? Good.   
to undermine the conclusion we must cast doubts on CONCLUSION AND not on premises, as they are often unchangeable.   
  
(A) whether carbon dioxide is the only cause of global warming - we don't care about the **cause or whether it is only one or may be two casues** - this atacks premise 1, we care about only "warming is occurring already"  
(B) when leaves on the trees in the town usually change color - usually? so what? this refers to premise 2, we keep in mind that "warming is occurring already" - not relevant, eliminate it!  
(C) what proportion of global emissions of carbon dioxide is due to the burning of trees by humans - - irrelevant: 1.since atacks premise not conclusion, 2. carbon dioxide proportion due to "the burning of trees by humans" is smaller when comparing to burning fossil fuels.   
(D) whether air pollution is causing some trees in the area to lose their leaves - it may cause or it may not, but how does it refers to conclusion? - eliminate it! moreover, D talks **about polution and trees** to lose their leaves, something about warming? No! move on.   
(E) whether unusually warm weather is occurring elsewhere on the globe more frequently than before - THIS IS IT!  
**What if the warm weather is occurring elsewhere on the globe with the same frequency as before? If yes, it is occuring then the predicted warming is NOT occurring already**- it really atacks the conclusion!

14.

Individuals owed their existence to their parents; without whose countless sacrifices, they would never survive nor grow into sane human beings. They realized their potential in a stable and peaceful society, made possible by the efforts of thousands of anonymous men and women. They became rational, reflective and moral beings within a rich civilization created by scores of sages, saints, savants and scientists.  
  
Which of the following best completes the passage ?  
  
A. Even a whole lifetime was not enough to pay back what they owed their parents, let alone all the others.  
B. In short, every human being owed his humanity to others and benefited from a world, to the creation of which, he had not contributed anything.  
C. Furthermore, their creditors were by their very nature unspecifiable  
D. To talk about 'repaying' the debts did not therefore make sense except in a clumsy and metaphorical way of describing one's response to unsolicited but  
indispensable gifts.  
E. The only thing he can do is to make his contributions for the future.

The last sentence talks about the various ways in which ‘individuals’ owed their existence to others. The passage discusses how a human being grows and develops through the contribution of others. Option (b) sums it up best. The other options discuss “repayment of debts”. These ‘debts’ are not clearly established in the given paragraph.

15.

Hollywood restaurant is replacing some of its standard tables with tall tables and stools. The restaurant already fills every available seat during its operating hours, and the change in seating arrangements will not result in an increase in the restaurant's seating capacity. Nonetheless, the restaurant's management expects revenue to increase as a result of the seating change without any concurrent change in menu, prices, or operating hours.   
  
Which of the following, if true, provides the best reason for the expectation?  
  
  
(A) One of the taller tables takes up less floor space than one of the standard tables.  
  
(B) Diners seated on stools typically do not linger over dinner as long as diners seated at standard tables.  
  
(C) Since the restaurant will replace only some of its standard tables, it can continue to accommodate customers who do not care for the taller tables.  
  
(D) Few diners are likely to avoid the restaurant because of the new seating arrangement.  
  
(E) The standard tables being replaced by tall tables would otherwise have to be replaced with new standard tables at a greater expense.

(A) One of the taller tables takes up less floor space than one of the standard tables.  
"....change in seating arrangements will not result in an increase in the restaurant's seating capacity..." Incorrect  
  
  
(B) Diners seated on stools typically do not linger over dinner as long as diners seated at standard tables.  
so , the standard table/new arrangement will attract more diners.  
  
(C) Since the restaurant will replace only some of its standard tables, it can continue to accommodate customers who do not care for the taller tables.  
customers who do or do not care for the taller table is not under consideration.  
  
(D) Few diners are likely to avoid the restaurant because of the new seating arrangement.  
weakening  
  
(E) The standard tables being replaced by tall tables would otherwise have to be replaced with new standard tables at a greater expense.  
expense is not under consideration.