

# Verbal Ability Session – 1 Nouns

# NOUN

- **A noun is the name of a person, place, thing, or idea.**
  - *man... College... house... happiness*
- Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding 's.
- Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.
  - *The young **girl** brought me a very long **letter** from the **teacher**, and then she quickly disappeared.*

# NOUN

## Some more Examples

- The highlighted words in the following sentences are all nouns:
- Late last year our **neighbours** bought a **goat**.
- **Portia White** was an **opera singer**.
- The **bus inspector** looked at all the **passengers' passes**.
- According to **Plutarch**, the **library** at **Alexandria** was destroyed in 48 B.C.

# Possessive Nouns

- In the possessive case, a noun or pronoun changes its form to show that it owns or is closely related to something else.
- Usually, nouns become possessive by adding a combination of an apostrophe and the letter "s."

# Possessive Nouns

- You can form the possessive case of a singular noun that does not end in "s" by adding an apostrophe and "s," as in the following sentences:
  - The red suitcase is **Cassandra's**.
  - The only luggage that was lost was the **prime minister's**.
  - The exhausted recruits were woken before dawn by the **drill sergeant's** screams.
  - The **miner's** face was covered in coal dust.

# Possessive Nouns

- You can form the possessive case of a singular noun that ends in "s" by adding an apostrophe alone as in the following examples:
  - The **bus**' seats are very uncomfortable.
  - The film crew accidentally crushed the **platypus**' eggs.
  - **Felicia Hemans**' poetry was once more popular than Lord Byron's.

# Possessive Nouns

- You can form the possessive case of a plural noun that does not end in "s" by adding an apostrophe and a "s," as in the following examples:
  - The **children's** mittens were scattered on the floor of the porch.
  - The **sheep's** pen was mucked out every day.
  - Since we have a complex appeal process, a **jury's** verdict is not always final.
  - The **men's** hockey team will be playing as soon as the **women's** team is finished.
  - The hunter followed the **moose's** trail all morning but lost it in the afternoon.

# Possessive Nouns

- You can form the possessive case of a plural noun that *does* end in "s" by adding an apostrophe:
  - The concert was interrupted by the **dogs'** barking, the **ducks'** quacking, and the **babies'** squalling.
  - The **janitors'** room is downstairs and to the left.
  - My uncle spent many hours trying to locate the **squirrels'** nest.
  - The archivist quickly finished repairing the **diaries'** bindings.
  - Religion is usually the subject of the **roommates'** many late night debates.



# Types Of Nouns

## COMMON

*Used to name people, places or things in GENERAL. It refers to the class or type of person or thing (without being specific).*

**Examples:** girl, city, animal, house, food

vs

## PROPER

*Used to name a SPECIFIC (or individual) person, place or thing. Proper nouns begin with a capital letter.*

**Examples:** John, London, Pluto, France

## COUNTABLE

*Have a singular and a plural form and can be used with a number or a/an before it. They are sometimes called Count Nouns*

**Examples:** car, desk, cup, house, bike

vs

## UNCOUNTABLE

*Cannot be counted. They often refer to substances, liquids, and abstract ideas. They are sometimes called Mass Nouns.*

**Examples:** wood, milk, air, happiness

## CONCRETE

*Refer to people or things that exist physically and that at least one of the senses can detect.*

**Examples:** dog, tree, apple, moon, sock

vs

## ABSTRACT

*Have no physical existence. They refer to ideas, emotions and concepts you cannot see, touch, hear, smell or taste.*

**Examples:** love, time, fear, freedom

## COMPOUND

*Two or more words that create a noun. They can be written as one word, joined by a hyphen or written as separate words.*

**Examples:** rainfall, son-in-law, credit card

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## COLLECTIVE

*Refer to a set or group of people, animals or things. They are often followed by OF + PLURAL NOUN (e.g. bunch of flowers)*

**Examples:** team, pile, stack, flock, bunch

# ***Proper Nouns***

- You always write a **proper noun** with a capital letter, since the noun represents the name of a specific person, place, or thing.
- The names of days of the week, months, historical documents, institutions, organisations, religions, their holy texts and their adherents are proper nouns.
- A proper noun is the opposite of a common noun.

# ***Proper Nouns***

- In each of the following sentences, the proper nouns are **highlighted**:
  - Many people dread **Monday** mornings.
  - **Beltane** is celebrated on the first of **May**.
  - **Abraham** appears in the **Talmud** and in the **Koran**.
  - Last year, I had a **Baptist**, a **Buddhist**, and a **Gardnerian Witch** as roommates.

# ***Abstract Nouns***

- An **abstract noun** is a noun which names anything which you can *not* perceive through your five physical senses, and is the opposite of a concrete noun.
- The **highlighted** words in the following sentences are all abstract nouns:
  - Buying the fire extinguisher was an **afterthought**.
  - Tillie is amused by people who are nostalgic about **childhood**.
  - **Justice** often seems to slip out of our grasp.
  - Some scientists believe that **schizophrenia** is transmitted genetically.

## ***Countable Nouns***

- A **countable noun** (or **count noun**) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*.
- You can make a countable noun plural and attach it to a plural verb in a sentence.
- Countable nouns are the opposite of non-countable nouns and collective nouns.

## *Countable Nouns*

- In each of the following sentences, the **highlighted** words are countable nouns:
  - We painted the **table** red and the **chairs** blue.
  - Since he inherited his **aunt's library**, Jerome spends every **weekend** indexing his **books**.
  - Miriam found six silver **dollars** in the **toe** of a **sock**.
  - The oak **tree** lost three **branches** in the **hurricane**.
  - Over the **course** of twenty-seven **years**, Martha Ballard delivered just over eight hundred **babies**.



## ***Non-Countable Nouns***

- A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count.
- A non-countable noun always takes a singular verb in a sentence.

## ***Non-Countable Nouns***

- The **highlighted** words in the following sentences are non-countable nouns:
  - Joseph Priestly discovered **oxygen**.
- The word "oxygen" cannot normally be made plural.
  - **Oxygen** is essential to human life.
- Since "oxygen" is a non-countable noun, it takes the singular verb "is" rather than the plural verb "are."

**Gravel** is more expensive than I thought.

- Since "gravel" is a non-countable noun, it takes the singular verb form "is."



# *Collective Nouns*

- A **collective noun** is a noun naming a group of things, animals, or persons.
- You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit.
- You need to be able to recognise collective nouns in order to maintain subject-verb agreement.
- A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

# *Collective Nouns*

- In each of the following sentences, the **highlighted** word is a collective noun:
  - The **flock** of geese spends most of its time in the pasture.
- The collective noun "flock" takes the singular verb "spends."

# *Collective Nouns*

- The **jury** is dining on take-out chicken tonight.
- In this example the collective noun "jury" is the subject of the singular compound verb "is dining."
- The steering **committee** meets every Wednesday afternoon.
- Here the collective noun "committee" takes a singular verb, "meets."
- The **class** was startled by the bursting light bulb.
- In this sentence the word "class" is a collective noun and takes the singular compound verb "was startled."

# Exercise 1

***Identify the nouns in the following passage.***

- While we were traveling through the countryside we passed a small village. We spotted a postman delivering letters while a greengrocer, dressed in a bottle green shirt was selling vegetables.

# Verbal Ability Session – 2 Pronouns

# PRONOUN

- **A pronoun is a word used in place of a noun.**
  - *She... we... they... it*
- A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun *she* is the girl.

# PRONOUN

A noun in disguise!



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# Personal Pronouns

- A **personal pronoun** refers to a specific person or thing and changes its form to indicate person, number, gender, and case.



# ***Subjective Personal Pronouns***

- A **subjective personal pronoun** indicates that the pronoun is acting as the subject of the sentence.
- The subjective personal pronouns are "I," "you," "she," "he," "it," "we," "you," "they."

# ***Subjective Personal Pronouns***

- In the following sentences, each of the **highlighted** words is a subjective personal pronoun and acts as the subject of the sentence:
  - I was glad to find the bus pass in the bottom of the green knapsack.
  - **You** are surely the strangest child **I** have ever met.
  - When **she** was a young woman, **she** earned her living as a coal miner.
  - After many years, **they** returned to their homeland.

# ***Objective Personal Pronouns***

- An **objective personal pronoun** indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase.
- The objective personal pronouns are: "me," "you," "her," "him," "it," "us," "you," and "them."

# *Objective Personal Pronouns*

- In the following sentences, each of the **highlighted** words is an objective personal pronoun:
  - Seamus stole the selkie's skin and forced **her** to live with **him**.
- The objective personal pronoun "her" is the direct object of the verb "forced" and the objective personal pronoun "him" is the object of the preposition "with."
  - After reading the pamphlet, Judy threw **it** into the garbage can.
- The pronoun "it" is the direct object of the verb "threw."
  - The agitated assistant stood up and faced the angry delegates and said, "Our leader will address **you** in five minutes."
- In this sentence, the pronoun "you" is the direct object of the verb "address."

# ***Possessive Personal Pronouns***

- A **possessive pronoun** indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person.
- The **possessive personal pronouns** are "mine," "yours," "hers," "his," "its," "ours," and "theirs."
- Note that possessive personal pronouns are very similar to possessive adjectives like "my," "her," and "their."

# ***Possessive Personal Pronouns***

- In each of the following sentences, the **highlighted** word is a possessive personal pronoun:
  - The smallest gift is **mine**.
- Here the possessive pronoun "mine" functions as a subject complement.

# ***Possessive Personal Pronouns***

- This is **yours**.
- Here too the possessive pronoun "yours" functions as a subject complement.
  - **Ours** is the green one on the corner.
- Here too the possessive pronoun "ours" function as the subject of the sentence.

# ***Demonstrative Pronouns***

- A **demonstrative pronoun** points to and identifies a noun or a pronoun. "This" and "these" refer to things that are nearby either in space or in time, while "that" and "those" refer to things that are farther away in space or time.
- "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.
- It is also important to note that "that" can also be used as a relative pronoun.



# ***Demonstrative Pronouns***

- In the following sentences, each of the **highlighted** words is a demonstrative pronoun:
  - **This** must not continue.
- Here "this" is used as the subject of the compound verb "must not continue."
  - **This** is puny; **that** is the tree I want.
- In this example "this" is used as subject and refers to something close to the speaker. The demonstrative pronoun "that" is also a subject but refers to something farther away from the speaker.

# *Interrogative Pronouns*

- An **interrogative pronoun** is used to ask questions.
- The interrogative pronouns are "who," "whom," "which," "what" and the compounds formed with the suffix "ever" ("whoever," "whomever," "whichever," and "whatever").
- Note that either "which" or "what" can also be used as an interrogative adjective, and that "who," "whom," or "which" can also be used as a relative pronoun.

# *Interrogative Pronouns*

- You will find "who," "whom," and occasionally "which" used to refer to people, and "which" and "what" used to refer to things and to animals.
- "**Who**" acts as the **subject** of a verb, while "**whom**" acts as the **object** of a verb, preposition, or a verbal.

# ***Interrogative Pronouns***

- The **highlighted** word in each of the following sentences is an interrogative pronoun:
  - **Which** wants to see the dentist first?
- "Which" is the subject of the sentence.
  - **Who** wrote the novel Rockbound?
- Similarly "who" is the subject of the sentence.
  - **Whom** do you think we should invite?
- In this sentence, "whom" is the object of the verb "invite."
  - To **whom** do you wish to speak?
- Here the interrogative pronoun "whom " is the object of the preposition "to."

# ***Relative Pronouns***

- You can use a **relative pronoun** to link one phrase or clause to another phrase or clause.
- The relative pronouns are "who," "whom," "that," and "which." The compounds "whoever," "whomever," and "whichever" are also relative pronouns.
- You can use the relative pronouns "who" and "whoever" to refer to the subject of a clause or sentence, and "whom" and "whomever" to refer to the objects of a verb, a verbal or a preposition.

## ***Relative Pronouns***

- In each of the following sentences, the **highlighted** word is a relative pronoun:
  - You may invite **whomever** you like to the party.
- The relative pronoun "whomever" is the direct object of the compound verb "may invite."

# ***Relative Pronouns***

- The candidate **who** wins the greatest popular vote is not always elected.
- In this sentence, the relative pronoun is the subject of the verb "wins" and introduces the subordinate clause "who wins the greatest popular vote."
  - In a time of crisis, the manager asks the workers **whom** she believes to be the most efficient to arrive an hour earlier than usual.
- In this sentence "whom" is the direct object of the verb "believes" and introduces the subordinate clause "whom she believes to be the most efficient".
  - **Whoever** broke the window will have to replace it.
- Here "whoever" functions as the subject of the verb "broke."

# ***Indefinite Pronouns***

- An **indefinite pronoun** is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none, or some.
- The most common indefinite pronouns are "all," "another," "any," "anybody," "anyone," "anything," "each," "everybody," "everyone," "everything," "few," "many," "nobody," "none," "one," "several," "some," "somebody," and "someone."
- **Note that some indefinite pronouns can also be used as indefinite adjectives.**



# *Indefinite Pronouns*

- The **highlighted** words in the following sentences are indefinite pronouns:
  - **Many** were invited to the lunch but only twelve showed up.
  - The office had been searched and **everything** was thrown onto the floor.
- In this example, "everything" acts as a subject of the compound verb "was thrown."
  - We donated **everything** we found in the attic to the woman's shelter garage sale.
- In this sentence, "everything" is the direct object of the verb "donated."

# *Indefinite Pronouns*

- Although they looked everywhere for extra copies of the magazine, they found **none**.
- Here the indefinite pronoun functions as a direct object: "none" is the direct object of "found."
  - Make sure you give **everyone** a copy of the amended bylaws.
- In this example, "everyone" is the indirect object of the verb "give" -- the direct object is the noun phrase "a copy of the amended bylaws."
  - Give a registration package to **each**.
- Here "each" is the object of the preposition "to."

## ***Reflexive Pronouns***

- You can use a **reflexive pronoun** to refer back to the subject.
- The reflexive pronouns are "myself," "yourself," "herself," "himself," "itself," "ourselves," "yourselves," and "themselves."
- **Note each of these can also act as an intensive pronoun.**

# ***Reflexive Pronouns***

- Each of the **highlighted** words in the following sentences is a reflexive pronoun:
  - Diabetics give **themselves** insulin shots several times a day.
  - The Dean often does the photocopying **herself** so that the secretaries can do more important work.
  - After the party, I asked **myself** why I had faxed invitations to everyone in my office building.
  - Richard usually remembered to send a copy of his e-mail to **himself**.
  - Although the landlord promised to paint the apartment, we ended up doing it **ourselves**.

# ***Intensive Pronouns***

- An **intensive pronoun** is a pronoun used to emphasise its antecedent. Intensive pronouns are identical in form to reflexive pronouns.
- The **highlighted** words in the following sentences are intensive pronouns:
  - I **myself** believe that aliens should abduct my sister.
  - The Prime Minister **himself** said that he would lower taxes.
  - They **themselves** promised to come to the party even though they had a final exam at the same time.

## Exercise 2

***Replace the nouns with a suitable pronoun.***

1. Paul is studying while Sita is singing.
2. Students are smart.
3. I can trust Sita.
4. The table is made by John.

## Exercise 3

*Fill in the blanks with suitable pronouns.*

1. I blame \_\_\_\_\_ for the deed.
2. Look at the sun. How bright \_\_\_\_\_ is!
3. I own the car. It is \_\_\_\_\_.
4. \_\_\_\_\_ is there waiting?
5. The pen \_\_\_\_\_ I bought yesterday was lost.

## Exercise 4

***Combine the pairs of sentences using the given pronoun.***

1.        John came late. You wanted to meet him. (whom)
  
2.        The necklace was lost. It was made of gold. (which)



# PRONOUNS

<i>Subject Pronouns</i>	<i>Object Pronouns</i>	<i>Possessive Adjectives</i>	<i>Possessive Pronouns</i>
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
It	it	its	its
We	us	our	ours
You	you	your	yours
They	them	their	theirs

**End of Session – 2**

**Thank You...**

# Verbal Ability Session – 3 Verbs

# VERBS

- **A verb expresses action or being.**
  - *jump... is... write... become*
- The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("*She can sing.*" *Sing* is the main verb; *can* is the modal verb.)
- A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.
  - *The young girl **brought** me a very long letter from the teacher, and then she quickly **disappeared**.*

# VERBS

- In each of the following sentences, the verb or compound verb is **highlighted**:
  - Dracula **bites** his victims on the neck.
- The verb "bites" describes the action Dracula takes.
  - In early October, Giselle **will plant** twenty tulip bulbs.
- Here the compound verb "will plant" describes an action that will take place in the future.
  - My first teacher **was** Miss Crawford, but I remember the janitor Mr. Weatherbee more vividly.
- In this sentence, the verb "was" (the simple past tense of "is") identifies a particular person and the verb "remember" describes a mental action.
  - Karl Creelman bicycled around the world in 1899, but his diaries and his bicycle **were destroyed**.
- In this sentence, the compound verb "were destroyed" describes an action which took place in the past.

## *Different types of verbs:*

**1) Transitive Verb-** Transitive Verb is the verb that needs object and usually followed by noun. These transitive verbs include arrest, avoid, do, enjoy, find, force, get, give, grab, hit, like, pull , report, shock, take, tell, touch, want, warn...

◦ ***Example:***

- - She ***took*** a book.
- - I ***need*** a chair.
- - They ***speak*** English.

## *Different types of verbs:*

**2) Intransitive Verb-** Intransitive Verb is the verb which does not need object, but it needs adverbial modifier. These intransitive verbs include appear, come, fall, go, happen, matter, sleep, swim, wait...

◦ ***Example:***

- - He ***cries***.
- - They ***dance*** well.
- - She ***sings*** melodiously.

## ***Different types of verbs:***

**3) Auxiliary Verbs-** Auxiliary Verbs are used to form question and negative sentence, and they are usually used with main verb to form many different kinds of tenses.

- **Be form verbs are** used to form Continuous Tense and Passive Voice.
  - **Example:**
    - - The dog **is** biting a child.
- **Have/Has** is used to form Perfect Tense.
  - **Example:**
    - - They have known me for 3 years.
  - **Do/Does** is used to form Question and Negative Sentence in the Present Simple when the sentence doesn't have a special verb.
  - **Example:**
    - - He doesn't eat meat.
    - - I do live here. (Emphasis form)



## *Different types of verbs:*

**4) Modal Verbs-** Modal Verbs are the verbs that are used to talk about ability, permission, obligation advice, possibility, probability, request, suggestion, habit and promise.

- Most Modal Verbs can form question and negative sentence by themselves.
- Some modal verbs are ***can, could, shall, should, will, would, may, might, must ought to, dare, need not, used to.***

## ***Different types of verbs:***

**5) Gerunds-** A **gerund** is a verb in its - ing (present participle) form that functions as a noun that names an activity rather than a person or thing.

- **Spelling Tip for Gerunds**
- Verb-ing (Present Participle)
- Add ing to most verbs.
  - Ex. play > playing, cry > crying, bark > barking
- For verbs that end in e, remove the e and add ing.
  - Ex: slide > sliding, ride > riding
- For verbs that end in i.e, change the i.e to y and add ing.
  - Ex: die > dying, tie > tying
- For a verb whose **last** syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding ing.
  - Ex: beg > begging, begin > beginning.
  - **However:** enter > entering (last syllable is not stressed)

## *Different types of verbs:*

- **Examples:**

- Gerunds can appear at the beginning of a sentence when used as a subject:
  - **Jogging** is a hobby of mine.
- Gerunds can act as an object following the verb:
  - Daniel quit **smoking** a year ago.
- Gerunds can serve as an object after a preposition:
  - I look forward to **helping** you paint the house.

## *Different types of verbs:*

**6) Infinitives-** An infinitive is a verb form that acts as other parts of speech in a sentence. It is formed with to + base form of the verb. Ex: to buy, to work.

- **Examples:**

- An object following the verb:
  - Jim always forgets **to eat**
- A subject at the beginning of a sentence:
  - **To travel** around the world requires a lot of time and money.
- Some verbs are directly followed by an infinitive:
  - Do you want **to call** your family now?
- Some verbs are directly followed by a noun or pronoun and then by an infinitive:
  - I convinced Catherine **to become** vegetarian.



# ADVERB

- An adverb modifies or describes a verb, an adjective, or another adverb.
  - *gently... extremely... carefully... well*
- An adverb describes or modifies a verb, an adjective, or another adverb, **but never a noun**. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly.
  - *The young girl brought me a very long letter from the teacher, and she quickly disappeared.*

# ADVERBS

An **adverb** describes a verb, an adjective or another adverb. It tells us how, where, when, how much and with what frequency.

An adverb can tell...

## HOW?

quietly  
peacefully  
carefully

## WHERE?

above  
abroad  
far

## WHEN?

now  
yesterday  
soon

## HOW MUCH?

quite  
fairly  
too

## HOW OFTEN?

always  
sometimes  
often

# ADVERB

In the following examples, each of the **highlighted** words is an adverb:

- The **boldly** spoken words would return to haunt the rebel.
- In this sentence the adverb "boldly" modifies the adjective "spoken."
  - We urged him to dial the number more **expeditiously**.
- Here the adverb "more" modifies the adverb "expeditiously."
  - **Unfortunately**, the bank closed at three **today**.
- In this example, the adverb "unfortunately" modifies the entire sentence.



# ADVERB

- The seamstress **quickly** made the mourning clothes.
  - In this sentence, the adverb "quickly" modifies the verb "made" and indicates in what manner (or how fast) the clothing was constructed.
- The midwives waited **patiently** through a long labour.
  - Similarly in this sentence, the adverb "patiently" modifies the verb "waited" and describes the manner in which the midwives waited.

# Adverbs

An adverb describes a verb, an adjective, or another adverb and answers the questions below.

How?

easily  
happily  
loudly  
quickly  
quietly  
sadly  
silently  
slowly

How Often?

always  
every day  
frequently  
never  
often  
once  
seldom  
sometimes

When?

after  
before  
early  
now  
since  
soon  
today  
yesterday

Where?

away  
everywhere  
here  
home  
inside  
near  
outside  
there

**Example:** The boy plays the drums loudly!



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# *Conjunctive Adverbs*

- You can use a **conjunctive adverb** to join two clauses together.
- Some of the most common conjunctive adverbs are "also," "consequently," "finally," "furthermore," "hence," "however," "incidentally," "indeed," "instead," "likewise," "meanwhile," "nevertheless," "next," "nonetheless," "otherwise," "still," "then," "therefore," and "thus."

# Conjunctive Adverbs

- The **highlighted** words in the following sentences are conjunctive adverbs:
  - The government has cut university budgets; **consequently**, class sizes have been increased.
  - He did not have all the ingredients the recipe called for; **therefore**, he decided to make something else.
  - The report recommended several changes to the ways the corporation accounted for donations; **furthermore**, it suggested that a new auditor be appointed immediately.
  - The crowd waited patiently for three hours; **finally**, the doors to the stadium were opened.
  - Batman and Robin fruitlessly searched the building; **indeed**, the Joker had escaped through a secret door in the basement.

# The different types of adverbs are:

- **Adverb of Manner**– this refers to how something happens or how an action is done.
  - **Example:** Annie *danced* gracefully.
- **Adverb of Time**– this states “when” something happens or “when” it is done.
  - **Example:** She came *yesterday*.
- **Adverb of Place**– this tells something about “where” something happens or “where” something is done.
  - **Example:** Of course, I looked *everywhere*!
- **Adverb of Degree**– this states the intensity or the degree to which a specific thing happens or is done.
  - **Example:** The child is *very* talented.

## Exercise 5

### *Fill in the blanks.*

1. What \_\_\_\_\_ the kids doing when you last saw them? (was, were, are, did, been)
2. Carla \_\_\_\_\_ always wanted to try skydiving. (was, doesn't, has, is, have)
3. Where \_\_\_\_\_ you go on your summer vacation? (were, been, are, did, does)
4. Why do you think she \_\_\_\_\_ call you like she said she would? (didn't, is, hasn't, has been, have)
5. Mary \_\_\_\_\_ going to be upset when she hears what happened. (will, don't, is, didn't, has)

## Exercise 5

### *Fill in the blanks.*

6. Jeremy \_\_\_\_\_ want to go to the movies; he wants to stay home instead. (doesn't, isn't, wasn't, hasn't, was not)
7. I \_\_\_\_\_ appreciate his jokes. They weren't funny. (did, have, been, didn't, haven't)
8. I really like fish but I \_\_\_\_\_ care for meat. (weren't, been, don't, is, was)
9. Where \_\_\_\_\_ you going when I saw you last night? (were, was, is, do, did)
10. Tara \_\_\_\_\_ called yet; she's late as usual. (are, were, has, hasn't, wouldn't)



## Exercise 6

**Fill in the blank with appropriate words.**

1. Jessica \_\_\_\_\_ taking John to the airport.
2. If he \_\_\_\_\_ arrive on time, he'll have to take a later flight.
3. Unfortunately, our dinner \_\_\_\_\_ eaten by the dog.
4. I \_\_\_\_\_ purchased a new pair of shoes to replace the ones that were lost in my luggage.
5. We hope you \_\_\_\_\_ have an accident on your way to school.



## Exercise 6

**Fill in the blank with appropriate words.**

6. She \_\_\_\_\_ baking a pie for dessert.
7. Dad \_\_\_\_\_ working hard all day.
8. The bed \_\_\_\_\_ made as soon as I got up.
9. Sarah \_\_\_\_\_ ski or roller skate.
10. \_\_\_\_\_ Matthew bring coffee?

**End of Session – 3**

**Thank You...**

# **VERBAL ABILITY**

## **Session – 4**

# **SUBJECT VERB AGREEMENT**

# Subject-Verb Agreement

- *Subject verb agreement is where the verb has to agree with the subject.*
- **Subject** tells what the sentence is about.  
It can be either a noun or a pronoun. It can be either singular or plural.
- **Verb** represents the action of a sentence.
- **How to make the verb agree with the subject?**

# Rule 1: Verb-number agreement

- Singular subjects take singular verbs and plural subjects take plural verbs.
  - The **list** of to-dos **was** too long for me to handle.  
The **lists** of to-dos **were** too long for me to handle.
  - Even **an animal** has **its** own territory.  
Even **animals** **have** **their** own territory.

## Rule 2. Rule for when verb has 's' at the end

- The 's' is added after a noun indicates plural. But **an 's' after a verb indicates THIRD PERSON SINGULAR** i.e. the sentence is in third person and the subject is singular. For e.g.:
  - **She goes** to the library every single day.
  - **They go to** the restaurant every day for their favourite dish.

# Tip

- If 's' is added after a noun it indicates plural.

Boy – boys ; scale - scales

But an 's' after a verb indicates **THIRD PERSON SINGULAR**

**She plays piano** very well.

We play cricket.

• What is First person, Second person, and Third person.		
Person	singular number	plural number
• First person	I	We
• Second person	you	you
• Third person	he, she, it, Name	they

## Rule 3: The verb has to agree only with the true / main subject

- The **box** of Nestlé's chocolates **is** missing.
- **Here, the main subject is box, not chocolates.**

Hence, we use 'is' instead of 'are'.

- ***More examples:***
  - His **experience** as a teacher to young kids **gives** him a lot of understanding.
  - The **prices** of the new iPhone **vary** from country to country.
  - The **price** of silver **varies** from country to country.



## 4. Subjects joined by 'AND' are usually plural and take plural verbs.

- His laptop **and** my ipad **were** stolen from the desk.
- Chennai **and** Kolkata **have** very hot weather.
- **EXCEPTIONS to this rule:**
- If the subject has **two singular nouns connected by AND**; and both are about the **same person / thing**, then the **verb remains singular**.
  - My best friend **and** roommate **is** going to US for a vacation.
  - Soup **and** bread **is** our Sunday breakfast.

## 4. Subjects joined by 'AND' are usually plural and take plural verbs.

- When **two subjects connected by AND** are preceded by '**each, every or many**', a **singular verb** is used.
  - **Every** chair, table and sofa, every single piece of furniture in the house **is** up for auction.
  - **Every** man and woman in the store **is** requested to go through the security check.

## 5. Rule for ‘with, together with, along with, besides, as well as, including, in addition to’

- Words like ‘with, together with, along with, besides, as well as, including, in addition to, etc. do not affect the number of the verb. If the main subject is singular, the verb has to be singular; if the subject is plural, the verb has to be plural.
  - The television, **along with** the cabinet, **is to be** sold.
  - Our chief competitor, **as well as** ourselves, **is obliged** to increase the prices.
  - The decoration of the room, **including** all the paintings on the walls, **is** most pleasing.

## 6. Rule when both singular and plural subjects are present.

- If the subject is made up of both singular and plural words connected by or, nor, either – or, neither – nor, not only, but also then the verb agrees with the nearer part of the subject.
  - Neither the quality nor the **prices have** changed.
  - Neither the prices nor the **quality has** changed.
  - Neither the salesman nor **the buyers are** in favour of the system of management.
  - Neither the buyers nor the **salesman is in favour** if the system of the management.

## 7. Rule for neither-nor, either-or & or

- If the subject consists of two singular words connected by 'or, neither- nor, either – or', the subject is singular and requires a singular verb.
  - **Neither** the laptop **nor** the phone **was** in working order.
  - **Either** January **or** February **is going to be** her wedding month.

## 8. Rule for nouns that are plural in form but singular in meaning

- Nouns that are plural in form but singular in meaning such as news, measles, mumps, physics, electronics, tactics, economics and so on usually take singular verbs.
  - **News is** traveling faster than ever before.
  - **Physics has** fascinated my hostel mate for months.
- Some nouns ending in ‘-ics’ such as **athletics, statistic and politics** are considered singular when referring to an organized body of knowledge and plural when referring to individual facts, qualities or activities.
  - **Athletics provide** good recreation. (i.e. various games)
  - **Economics is** an important subject for every field of study.

## 9. A linking verb usually agrees with its subject, not with its complement.

- Excessive **absences** **were** the reason for his failure.
- The reason of his **failure** **was** excessive absences.

## 10. Rule for nouns that do not have singular forms

- Plural verbs are required for many nouns that have no singular form, such as proceeds, goods, ashes, remains, credentials, premises etc.
  - The **proceeds** of the magic show **are** to be given to the fund for soldier's welfare.
  - The **goods** **are** being dispatched today by goods train.

# Subject Verb Agreement For Collective Nouns

## What are collective nouns?

- A collective noun is a word that represents a group of persons, animals or things.

For e.g. audience, committee, company, council, army, police, society, board, department, cabinet etc.



# Subject Verb Agreement For Collective Nouns

## 1. When a group acts as a unit, the verb should be singular.

- The **committee has** agreed to submit its report on Friday.
- The **board meets** once in a month.

# Subject Verb Agreement For Collective Nouns

**2. When the members of the group are thought of as acting separately, the verb should be plural.**

- The **teams are arguing** over who should be the captain (individual members in the team are arguing).
- The **committee were** not in agreement on the action to be taken.

# Subject Verb Agreement For Collective Nouns

**3. Company names may be either singular or plural, according to their meaning.**

- The plural form emphasizes the individual personnel making up the company.
  - **Mudra and corporation have** retained the goodwill of their customers.
  - The **oil corporation is** located at Nariman Point, Mumbai.

# Subject Verb Agreement For Collective Nouns

## 4. Rule for nouns expressing time, money or quantity

- When nouns expressing periods of time, amounts of money or quantities are considered as a singular unit, singular verbs are used.

For e.g.

- **Rs.10 seems** too much for the job.
- **3 months is** too long a time to wait.
- The **number of board members is** very small.
- **That Rs.1 lakh was an** inheritance from my father.
- Yes, **5m is ample** for a suit.

# Subject Verb Agreement For Collective Nouns

## 5. After such expressions as 'one half of', 'two-thirds of', 'a part of', 'a majority of'

- Use a singular verb if a singular noun follows the 'of'.
  - **A part of** the office **is** closed.
  - **Two-third of** the mailing list **has been** typed.
  - **A majority of** 3500 **indicates his** popularity in the constituency.
- Use a plural verb when a plural noun follows the 'of'.
  - Part **of the walls are** to be painted.
  - **Two thirds of** our workers live in the suburbs.
  - The **majority of our staff members** live in villages.

# Subject Verb Agreement For Collective Nouns

## 6. Rules for 'The number'

- The expression '**the number**' has a **singular meaning and requires a singular verb**, whereas the expression '**a number**' has a **plural meaning and takes a plural verb**.
  - **The number** of board members **is** very small.
  - **A number** of board members **were** absent.
  - **The number** of orders is still to be executed **is** estimated at nearly a 100.
  - **A number** of our staff **are** going on leave.

# Subject Verb Agreement For Collective Nouns

**7. In sentences containing the words 'one of', the verb is chosen as follows:**

- In simple form, one of or one of the, a singular verb is used.
  - **One of the** reasons for his demotion **is** his carelessness.
  - **One of the pens** **is** missing from my desk.
- The sentences containing phrases 'one of those who' or 'one of the things that', a plural verb is required.
  - **He is one of those** managers who **favour** increasing the staff.

# Subject Verb Agreement For Collective Nouns

## 7. In sentences containing the words 'one of', the verb is chosen as follows:

- Here favour agrees with those. In the phrase one of those who, those is the plural object of the preposition of. In the subordinate clause who favour, the relative pronoun who is the subject and must agree with its antecedent those.
  - Mr. Verma **is one of our officers** who **is** accompanying me.
  - He is **one of our employees** who **are** always alert.
- However, when only precedes one of / one of those, a singular verb is used.
  - Ramesh is **only one of our employees** who **is** always alert.
  - Mr. Verma is **the only one of our officers** accompanying me.



# Subject Verb Agreement For Collective Nouns

## 8. Rule of singular nouns and plural verbs

- Certain collective nouns, those who are singular in form, are always used in the plural sense and take a plural verb. For e.g. gentry, cattle, poultry, alphabets, offspring etc.
  - These **poultry are** ready for sale.
  - There **are 26 alphabets** in English.
  - The **cattle are** grazing near the canal.

# Subject Verb Agreement For Collective Nouns

## 9. The always singular nouns

- Certain nouns are always used in singular and followed by singular verbs.  
For e.g. **hair, issue, advice, information, scenery, luggage, mischief, bread, abuse, furniture, land, business, machinery, poultry etc.**
  - Her **hair has** turned grey now.
  - **All the machinery is old.**
  - I **have sold all the furniture** that was useless.
  - My **luggage is** lying at the bus stand.

# Countable Vs. Uncountable

- **Countable Nouns:** These are the names of objects, people etc. that we can count, e.g. book, pen, apple, boy, sister, doctor, horse.
- **Uncountable nouns:** These are the names of things, which we cannot count, e.g., milk, oil, sugar, gold, and honesty. They mainly denote substances and abstract things. E.g. Nature (uncountable)
- **NOTE:**
  - **Countable nouns** have plural forms and can be used with **a/an**. **Uncountable** nouns do not have plural forms and cannot be used with **a/an**.
  - For e.g. we say books but we do not say “milks”.

# Countable Vs. Uncountable

- The following nouns are usually uncountable in English: **Advice, news, information, furniture, luggage work, business, weather, traffic, scenery, paper, and bread.** Most of these are **countable in Indian languages** and therefore Indian students often wrongly use them with '**a/an**' and in the plural.

- **Example :**

- He gave me **an advice**. (Incorrect) (ek se kya hoga??)
- He gave me **some advice** (correct) (or, a piece of advice)
- The **sceneries** here **are** very good. (Incorrect)
- The **scenery** here **is** very good. (Correct)

## 10. Each, every, either, neither

- The words 'each, every, either, neither', used as pronouns or else adjectives, are always singular and require singular verbs.
  - **Each of them does have** political ambitions.
  - **Each employee is** responsible for clearing his desk in the evening.
  - **Neither of the boys is** eligible for taking the examination.
  - **Neither boy is** eligible for selection.
- **EXCEPTION:** If a parenthetical each follows a plural noun or pronoun, the verb should be singular.
  - The **members each feel their** responsibility.
  - **They each have their own** problem.
  - 10 **each of these books** is required.

## 11. All, any, many ....

- All, any, more, most, some – may be singular or plural depending on the meaning, and take verbs accordingly.
  - **Some of the books** seem too old.
  - **Some of the food is** not good. (food is a singular noun)
  - **All the typing has** been finished. (typing is an activity. Can't be plural)
  - **All** the reports **have** been typed.
  - **Most** of the **goods have** been sold.
  - **Most** of the **stock has** been sold, but more of these shirts are due. (stock is always singular)

## 12. The titles of books or magazines

- **The titles of books or magazines** are considered singular and take singular verbs.
  - The **Hindustan times** still **has** wide circulation.
  - The **Shiva Trilogy** **is** a best seller.

## 13. The always singular words which take singular verbs

- The following words and their compounds are always singular and requires a singular verb.
- Body (anybody, everybody, nobody, somebody)  
Thing (anything, everything, nothing, something)  
One (anyone, everyone, no one, someone)
  - **Something** is wrong **with him** these days.
  - **Everybody** in the office **has** tickets.
  - **Everyone** **is** required to clear their dues.
  - **Nobody** **knows** the trouble I have seen.
  - **No one** **is** entitled to have his debts cancelled.



## 14. Rules for relative pronouns

- A relative pronoun is one which establishes a relationship between two subjects (who, which, that). When it is used as a subject, it takes a singular or plural verb to accord with its antecedent i.e. if the subject is singular, use a singular verb and so on.
  - Measles is among the **diseases that are curable**.
  - This is only one of the **local papers that print** a weekly horoscope.

## EXERCISE 7

Fill in the blanks.

1. Every pale tomato slice, wilted pickle, and brown lettuce leaf \_\_\_\_\_ (cost/ costs) an extra 25 cents at Bernie's Burger Emporium.
2. Not only the Smiths but also Tonya \_\_\_\_\_ (has/ have) agreed to try one of the world-famous chocolate-broccoli muffins.
3. The Smiths, along with Tonya, \_\_\_\_\_ (hope/ hopes) to avoid indigestion after eating these weird muffins.
4. On the sidewalk \_\_\_\_\_ (is/ are) many little lizards sunning themselves on the hot concrete.
5. Even though Antonio has many friends who love their Chevrolets and Buicks, he has always believed that General Motors \_\_\_\_\_ (makes/ make) lemons.
6. My dog Floyd, together with Buster the cat, \_\_\_\_\_ (likes/ like) to play with money; the cat swats crumpled bills onto the floor where the dog shreds them to pieces

7. Even though Johnson and Johnson \_\_\_\_\_ (warm/ warms) consumers not to insert Q-tips into their ears, people refuse to read directions and frequently puncture their eardrums.
8. All of my important keys \_\_\_\_\_ (is/are) now stuck in the drain pipe of my bathroom sink. Buster, my kitten, doesn't realize how much his playfulness inconveniences me.
9. Digging holes in the sofa cushions \_\_\_\_\_ (is/ are) Peanut, Elizabeth's new puppy.
10. Even though the jury \_\_\_\_\_ (want/ wants) to believe that the defendant did not feed Elvis to the Loch Ness Monster, much of the evidence points to the guilt.
11. Neither the students nor their instructor \_\_\_\_\_ (is/ are) happy with the long cafeteria line for squid eyeball stew.

13. Neither of Freud's parents \_\_\_\_\_ (has/ have) much intelligence when it comes to choosing spouses. Freud's father has married five times, and Mom just presented him with stepfather number three.
14. Each of these women \_\_\_\_\_ (wish/ wishes) that she had read the care instructions before washing the delicate and expensive dresses.
15. Who needs a pet if you live in Florida? There already \_\_\_\_\_ (is/ are) lizards that sneak in between the window screens and cockroaches that take up residence in every bathroom and kitchen.
16. Susan is one of those students who \_\_\_\_\_ (kiss/ kisses) up to the instructor every chance that they get.
17. There \_\_\_\_\_ (is/ are) more calories in a bowl of chocolate-broccoli breakfast cereal than you might think.

**End of Session – 4**  
**Thank You...**

# **Verbal Ability Session – 5 Punctuations**

# Punctuation

- To fully understand basic grammar rules, you also need to look at punctuation rules.
- **Capitalization** is important. All sentences must start with a capital, or upper-case, letter. Titles of people, books, magazines, movies, specific places, etc. are capitalized. Organizations and compass points are capitalized.
- Every sentence needs a **punctuation mark** at the end of it. These include an exclamation mark, or question mark.
- **Colons (:)** are used to separate a sentence from a list of items, to introduce a long, direct quote, or between two sentences (or clauses) when the second one explains the first.

# Punctuation

- **Semicolons(;) can take the place of a conjunction and are placed before introductory words like "therefore" or "however."** They are also used to separate a list of things if there are commas within each unit.
- There are a lot of rules for **commas(,)**. The basic ones are that commas separate things in a series and go wherever there is a pause in the sentence. They surround the name of a person being addressed, separate the day of the month from the year in a date, and separate a town from the state.



# Punctuation

- **Parentheses{ }** enclose things that clarify or numbers and letters that are part of a list.
- **Apostrophes( ' )** are used in contractions to take the place of one or more letters and also to show possession. An apostrophe and "s" is added if the noun is singular and an apostrophe alone is added if the noun is plural.

# Punctuation

There are three major types of sentences. Each type of sentence requires specific punctuation.

1. Simple sentence: Tom walks to work most days .
2. Compound sentence: Tom walks to work, and Sam joins him every Friday.
3. Complex sentence: Although Tom likes walking to work, he has started to drive on Fridays.

## Exercise 8

Choose the correct punctuated sentence.

1.
  - A. Michael Suza Emperor of Ethiopia visited Ghana in 2004
  - B. Michael Suza Emperor of ethiopia visited Ghana in 2004.
  - C. Michael Suza , Emperor of Ethiopia visited Ghana in 2004.
  - D. Michael Suza Emperor of Ethiopia visited Ghana in 2004.

# Exercise

Choose the correct punctuated sentence.

2.

- A. although he studied very hard for the examination he did not pass
- B. Although, he studied very hard for the examination, he did not pass.
- C. Although he studied very hard for the examination, he did not pass.
- D. Although he studied very hard for the examination....he did not pass.

# Exercise

Choose the correct punctuated sentence.

3.

- A. i do not believe you chewe the teacher said when you say this is your own work.
- B. I do not believe you. Chewe the teacher said. When you say this is your own work.
- C. "I do not believe you ,Chewe," the teacher said, " when you say this is your own work."
- D. " I do not believe you Chewe the teacher said when you say this is your own work."

# Exercise

Choose the correct punctuated sentence.

- 4.
- A. For breakfast, we had cereal, toast, peanut butter and jelly.
  - B. For breakfast we had Cereal Toast Peanut Butter and Jelly.
  - C. for breakfast we had cereal. toast. peanut butter and jelly.
  - D. For breakfast we had Cereal.....toast....peanut butter and jelly....

# Exercise

Choose the correct punctuated sentence.

5.

- A. we moved from san juan puerto rico on december 1 2004
- B. we moved from san juan. puerto rico, on december 1 2004,
- C. We moved from San Juan, Puerto Rico on December 1, 2004.
- D. We moved, from San Juan Puerto Rico on December 1..2004.

# Exercise

Choose the correct punctuated sentence.

6.

- A. i cant hold on much longer screamed akiko
- B. I can't hold on much longer, screamed Akiko.
- C. I can't hold on much longer. Screamed Akiko.
- D. "I can't hold on much longer," screamed Akiko.



# Exercise

Choose the correct punctuated sentence.

- 7.
- A. the woman screamed to her son stop pulling the dogs tail
  - B. The woman screamed to her, " Son stop pulling the dog's tail!"
  - C. The woman screamed to her son, "Stop pulling the dogs tail."
  - D. The woman screamed to her son. stop pulling the dogs tail.

# Exercise

Choose the correct punctuated sentence.

8.

- A. we were sorry to see that the sign on the door said closed
- B. We are sorry to see that the sign on the door said closed.
- C. We are sorry to see, that the sign on the door, said "closed."
- D. We are sorry, to see that the sign on the door, said "Closed."

# Exercise

Choose the correct punctuated sentence.

9.

A. when she got there she asked the cashier would you accept a cheque

B. When she got there, she asked the cashier, "Would you accept a cheque?"

C. when she got there she asked the cashier. would you accept a cheque?

D. When she got there she asked the cashier, would you accept a cheque?

# Exercise

Choose the correct punctuated sentence.

10.

- A. ann joanne and alison were playing in anns garden
- B. Ann, Joanne and Alison were playing in anns garden.
- C. Ann, Joanne and Alison were playing in Anns garden.
- D. Ann, Joanne and Alison were playing in Ann's garden.

## Exercise 9

### Fill in the blanks.

1. We decided \_\_\_\_\_ (**run**) through the forest.
2. I learned \_\_\_\_\_ (**ride**) the bike at the age of 5.
3. She doesn't mind \_\_\_\_\_ (**work**) the night shift.
4. The man asked me how \_\_\_\_\_ (**get**) to the airport.
5. I can't imagine Peter \_\_\_\_\_ (**go**) by bike.

## Exercise 9

### Fill in the blanks.

6. Are you thinking of \_\_\_\_\_ (**visit**) London?
7. He agreed \_\_\_\_\_ (**buy**) a new car.
8. The teacher expected Sarah \_\_\_\_\_ (**study**) hard.
9. I look forward to \_\_\_\_\_ (**see**) you at the weekend.
10. The question is easy \_\_\_\_\_ (**answer**).

## Exercise 10

### Fill in the blanks.

1. A wedding involves \_\_\_\_\_ (negotiate) with everyone in the family.
2. He denies \_\_\_\_\_ (steal) the money.
3. He claims \_\_\_\_\_ (be) a millionaire but I don't believe him.
4. I expect \_\_\_\_\_ (be) there about seven.
5. Julia reported \_\_\_\_\_ (see) the boys to the police.

## Exercise 10

### Fill in the blanks.

6. The teenager refused \_\_\_\_\_ (go) on holiday with his parents.
7. I understand \_\_\_\_\_ (be) late once or twice, but every day is too much!
8. That criminal deserves \_\_\_\_\_ (get) a long sentence.
9. We arranged \_\_\_\_\_ (meet) at four but at four thirty she still hadn't arrived.
10. She mentioned \_\_\_\_\_ (go) to the cinema, but I don't know what she decided to do in the end.



**End of Session – 5**  
**Thank You...**

# **Verbal Ability Session – 6 Verbal Reasoning**

Directions: (Q1 – 10) Which one of the following argument ((I. oR II.) represents the strongest counter (if any) to given statements? Choose options A, B, C, D or E accordingly:

**1. Statement: Should there be a law to punish parents who get their minor children married?**

**Arguments:**

I. Yes, a minor girl is physiologically not prepared to conceive a baby.

II. No, this has been a custom prevailing since many centuries.

A. if only argument I is strong.

B. if only argument II is strong.

C. if either I or II is strong.

D. if neither I nor II is strong.

E. If both I and II are strong.

**2. Statement: Should the institute conduct classes in remote villages?**

**Arguments:**

- I. Yes, this will help those students who belong to villages and cannot visit urban areas for studies.
  - II. No, this is not an economically viable proposal, as the number of students who attend such classes cannot contribute to break-even.
- 
- A. if only argument I is strong.
  - B. if only argument II is strong.
  - C. if either I or II is strong.
  - D. if neither I nor II is strong.
  - E. If both I and II are strong.

**3. Statement: Are these sanctuaries, which are meant to protect the endangered animals, necessary?**

**Arguments:**

I. Yes, these are necessary as it is our responsibility to conserve environment and to provide posterity with a better world to live in.

II. No, these are a huge burden on our receding economy.

A. if only argument I is strong.

B. if only argument II is strong.

C. if either I or II is strong.

D. if neither I nor II is strong.

E. if both I and II are strong.

**4. Statement: Are there any good politicians left in this world?**

**Arguments:**

I. Yes, so many poor people are sustaining themselves and improving economically.

II. No, there is nothing in this world which is completely good or completely bad.

A. if only argument I is strong.

B. if only argument II is strong.

C. if either I or II is strong.

D. if neither I nor II is strong.

E. if both I and II are strong.

## **5. Statement: Should the teachers be stopped from beating the students?**

### **Arguments:**

I. Yes, child psychologies say that beating hinders the learning process in a child.

II. No, spare the cane and spoil the child.

- A. if only argument I is strong.
- B. if only argument II is strong.
- C. if either I or II is strong.
- D. if neither I nor II is strong.
- E. if both I and II are strong.

## **6. Statement: Should there be an upper age limit for a person to assume the post of prime minister?**

### **Arguments:**

- I. Yes, a leader must not only be wise and experienced but also be energetic and young enough to understand the trends of the world.
  - II. No, older the leader, better he is, as he can lead more effectively owing to his experience.
- A. if only argument I is strong.
  - B. if only argument II is strong.
  - C. if either I or II is strong.
  - D. if neither I nor II is strong.
  - E. if both I and II are strong.



## **7. Statement: Should Jacobs, a hardware company, enter the software industry?**

### **Arguments:**

- I. Yes, if there is an indigenous software development wing, the Research and Development of hardware would be more effective.
- II. No, software industry is in recession.
- A. if only argument I is strong.
- B. if only argument II is strong.
- C. if either I or II is strong.
- D. if neither I nor II is strong.
- E. if both I and II are strong.

**8. Statement: Should Abacus be introduced as a part of the curriculum by schools?**

**Arguments:**

I. Yes, this will help students improve their mental ability.

II. No, this will not help students improve studentship qualities but will burden them with extra school-hours.

A. if only argument I is strong.

B. if only argument II is strong.

C. if either I or II is strong.

D. if neither I nor II is strong.

E. if both I and II are strong.

Direction (Q11 – 20) Following questions consist of one statement followed by two assumptions. You have to decide which one of the Assumptions (if any) sounds practical that can be followed. Choose options A, B, C, D or E accordingly.

**11. Statement: I will go to Kishore binding centre to repair my big Oxford dictionary book.**

**Assumptions:**

I. Kishore binding centre do the bindings properly.

II. It has low rate than others.

A - Only assumption I is practical.

B - Only assumption II is practical.

C - Either assumption I or II is practical.

D - Neither assumption I nor II is practical.

E - Both the assumptions are practical.

**12. Statement: RBI has imposed Rs 1 crore fine on Baroda bank for violating KYC norms.**

**Assumptions:**

- I. Baroda Bank has recently opened its 100th branch in India.
- II. RBI is very strict regarding KYC norms and its implementation.
- A - Only assumption I is practical.
- B - Only assumption II is practical.
- C - Either assumption I or II is practical.
- D - Neither assumption I nor II is practical.
- E - Both the assumptions are practical.

**13. Statement: Asian development bank will provide 120 million dollar for India-Bangladesh cross border electricity.**

**Assumptions:**

- I. ADB provides more loans to India than World Bank.
- II. The people in border areas of both the countries will be benefited.
- A - Only assumption I is practical.
- B - Only assumption II is practical.
- C - Either assumption I or II is practical.
- D - Neither assumption I nor II is practical.
- E - Both the assumptions are practical.

**14. Statement: Union cabinet allows 100% FDI for white label ATMs.**

**Assumptions:**

I. By allowing 100% FDI, more money will come and number of white level ATMs will increase.

II. White level ATM industry will dethrone the normal ATM business.

A - Only assumption I is practical.

B - Only assumption II is practical.

C - Either assumption I or II is practical.

D - Neither assumption I nor II is practical.

E - Both the assumptions are practical.

**15. Statement: FIFA banned Nepal's football Chief for 10 years.**

**Assumptions:**

- I. After Nepal, India is FIFA's next target.
- II. India will cut its relation with Nepal in football.
- A - Only assumption I is practical.
- B - Only assumption II is practical.
- C - Either assumption I or II is practical.
- D - Neither assumption I nor II is practical.
- E - Both the assumptions are practical.

**16. Statement: Karnataka government banned drug Ketoprofen.**

**Assumptions:**

- I. There were some copyright issues.
- II. This drug is very harmful for humans.
- A - Only assumption I is practical.
- B - Only assumption II is practical.
- C - Either assumption I or II is practical.
- D - Neither assumption I nor II is practical.
- E - Both the assumptions are practical.



**17. Statement: Usually state medium students have lesser IQs than the CBSE medium students.**

**Assumptions:**

I. The presence of workshops in CBSE curriculum increase students' IQ.

II. State medium students are normally from poor background.

A - Only assumption I is practical.

B - Only assumption II is practical.

C - Either assumption I or II is practical.

D - Neither assumption I nor II is practical.

E - Both the assumptions are practical.

**18. Statement: Government has relaxed FDI investment norms in defence sector.**

**Assumptions:**

I. When investment will be more, we can attack Pakistan.

II. Relaxed FDI in defence sector will create havoc among the defence employees and they will look for other jobs.

A - Only assumption I is practical.

B - Only assumption II is practical.

C - Either assumption I or II is practical.

D - Neither assumption I nor II is practical.

E - Both the assumptions are practical.

**19. Statement: North Korea has tested fired hydrogen bomb.**

**Assumptions:**

- I. India should make a hydrogen bomb for its safety.
- II. United Nations should put a sharp eye on North Korea.
- A - Only assumption I is practical.
- B - Only assumption II is practical.
- C - Either assumption I or II is practical.
- D - Neither assumption I nor II is practical.
- E - Both the assumptions are practical.

**20. Statement: In today's economic crisis only the ideals of limited family and hard labor in the field of education can lead India towards prosperity.**

**Assumptions:**

- I. Ideals of limited family and hard labor in the field of education are correlated with India's prosperity.
  - II. A large family faces difficulty in bearing the expenses on education.
- A - Only assumption I is practical.  
B - Only assumption II is practical.  
C - Either assumption I or II is practical.  
D - Neither assumption I nor II is practical.  
E - Both the assumptions are practical.

# **End of Session - 6**

## **Thank You...**