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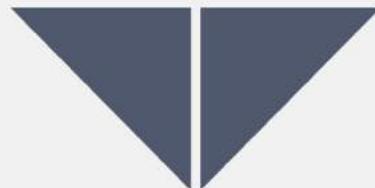
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# CONTENT

## SECTION A : GRAMMAR

1. TENSES
2. VOICES
3. NARRATIONS
4. SUBJECT VERB AGREEMENT
5. ARTICLES
6. NOUN
7. PRONOUN
8. ADJECTIVES
9. VERB
10. ADVERB
11. PREPOSITION
12. CONJUNCTION
13. CONDITIONAL SENTENCES
14. ERROR DETECTION
15. MISCELLANEOUS

## SECTION B : VERBAL ABILITY

1. READING COMPREHENSION
2. CLOZE TEST
3. FILLERS
4. SENTENCE REARRANGEMENT
5. SENTENCE IMPROVEMENT
6. PARAGRAPH COMPLETION
7. STARTERS
8. COHERENT PARAGRAPH

## SECTION C : VOCABULARY

1. HOW TO IMPROVE VOCABULARY : A BRIEF DISCUSSION
2. WORDLIST
3. PHRASAL VERBS
4. COLLOCATIONS

## **SECTION D : (UPDATED PRACTICE SETS BASED ON CHANGES IN 2017-18)**

1. INFERENCES
2. SENTENCE CONNECTORS
3. SENTENCE FORMATION
4. READING COMPREHENSION
5. CLOZE TEST
6. FILLERS
7. PARAGRAPH BASED QUESTIONS
8. SENTENCE REARRANGEMENT
9. ERROR CORRECTION
10. MISCELLANEOUS

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*Chapter*

1

Tenses

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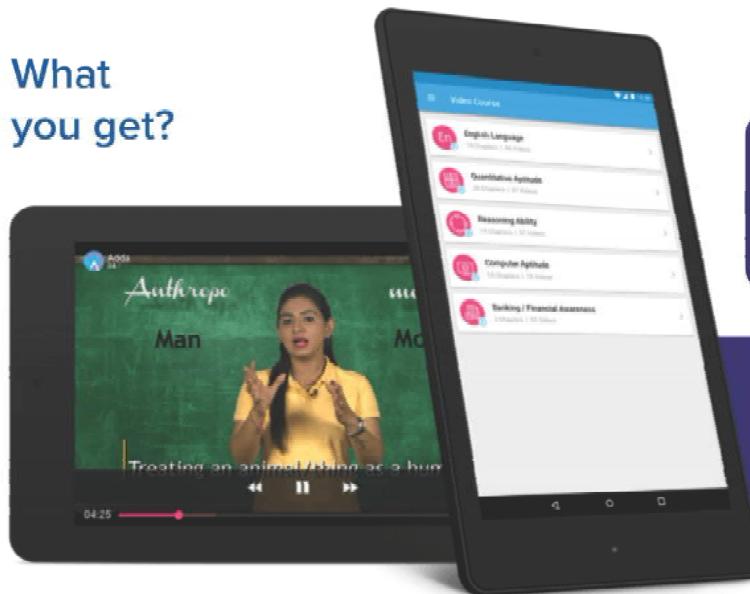
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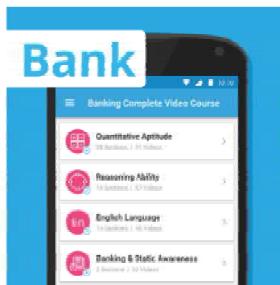


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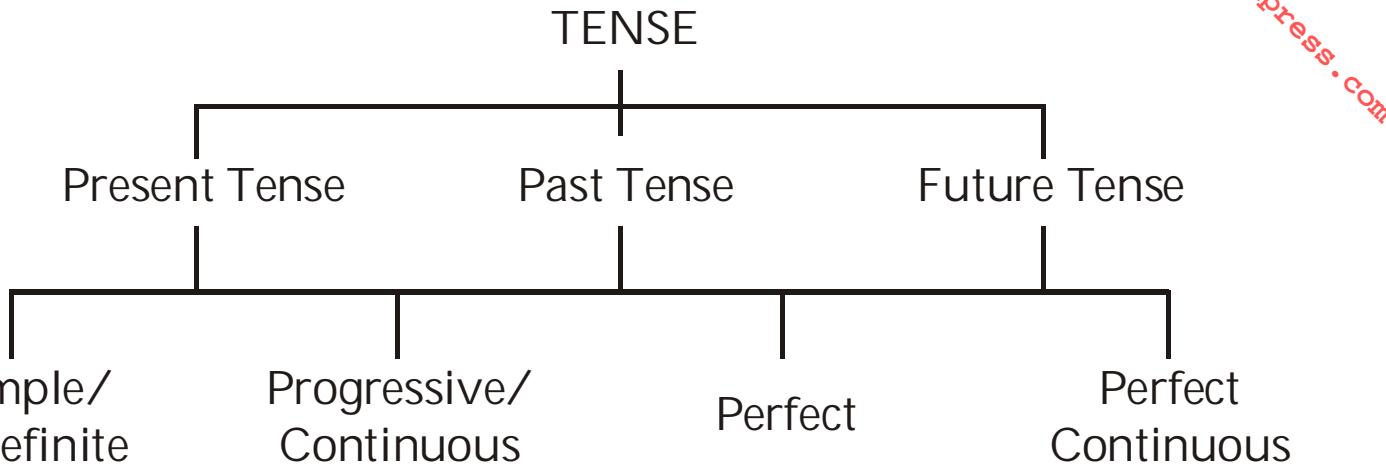


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# Tenses



On the basis of time of an action performed, we can divide sentences into the following three tenses:

- (i) Present Tense      (ii) Past Tense      (iii) Future Tense

Again on the basis of state of an action performed, we can further classify each tense into the following four parts:

- (i) Simple Indefinite Tense
- (ii) Progressive/ Continuous Tense
- (iii) Perfect Tense
- (iv) Perfect Continuous Tense

## Present Tense

This Tense expresses an action that is currently going on or habitually performed or a state that currently or generally exists. We can classify present Tense into the following four parts:

- (i) Present Indefinite (Simple Present)
- (ii) Present Continuous (Present Progressive)
- (iii) Present Perfect
- (iv) Present Perfect Continuous
- (i) Present Indefinite Tense

This Tense is called Present 'Indefinite' Tense because in this Tense, the action is simply mentioned and nothing can be said about its completeness. This Tense is used to express an action which occurs on regular basis.

## Structure

For Singular:

→ Sub + V<sub>1</sub> + s/es + Obj. (Affirmative)

For Ex – She writes a letter

→ Sub + does not + V<sub>1</sub> + Obj. (Negative)

For Ex – She does not write a letter.

→ Does + Sub + V<sub>1</sub> + Obj. + '?' (Interrogative)

For Ex – Does she write a letter?

∴ → Does + Sub + not + V<sub>1</sub> + Obj + '?' (Interrogative - Negative)

For Ex – Does she not write a letter?

For Plural:

→ Sub + V<sub>1</sub> + Obj (Affirmative)

For Ex – They play cricket.

→ Sub + do not + V<sub>1</sub> + Obj (Negative)

For Ex – They do not play cricket.

→ Do + Sub + V<sub>1</sub> + Obj + '?' (Interrogative)

For Ex – Do they play cricket?

→ Do + Sub + not + V<sub>1</sub> + obj + '?' (Interrogative - Negative)

For Ex – Do they not play cricket?

Note: I is treated as 'Plural' in Present Tense.

For Ex – I eat dinner at 8 O'clock daily.

## Uses:

### 1. To show Habitual Actions

- For Ex – (a) He goes out for a walk every day.  
 (b) My father visits temple thrice a week.

### 2. To show General truth/Universal truth/ permanent truth etc.

- For Ex – (a) The sun rises in the east.  
 (b) Water boils at 100°C.

### 3. To show imperative sentences.

- For Ex – (a) Always obey your parents.  
 (b) Do not play on the road.

### 4. In exclamatory sentences which start with 'Here' and 'There'

- For Ex – (a) Here comes the train!  
 (b) There rings the bell!

### 5. In newspaper headlines and commentary of sports.

- For Ex – (a) India launches a satellite.  
 (b) Sachin hits a boundary.

### 6. To describe the events that occurred in past in a dramatic way.

- For Ex – (a) India uproots the British Empire.  
 (b) Alexander defeats Paurus.

### 7. This Tense is also used to express professional activities.

- For Ex – (a) A barber cuts hair.  
 (b) A confectioner sells sweets.

## (ii) Present Continuous Tense

This Tense is used to express action that is currently in progress.

Structure

For Singular:

- Sub + is + V<sub>1</sub> ing + Obj (Affirmative)  
 For Ex – She is singing a song.

- Sub + is not + V<sub>1</sub> ing + Obj (Negative)  
 For Ex – She is not singing a song

→ Is + Sub + V<sub>1</sub> ing + Obj + '?' (Interrogative)

For Ex – Is she singing a song?

→ Is + Sub + not + V<sub>1</sub> ing + Obj + (Interrogative – Negative)

For Ex – Is she not singing a song?

For Plural:

→ Sub + are + V<sub>1</sub> ing + Obj. (Affirmative)

For Ex – They are playing cricket.

→ Sub + are not + V<sub>1</sub> ing + Obj. (Negative)

For Ex – They are not playing cricket.

→ Are + Sub + V<sub>1</sub> ing + Obj + '?' (Interrogative)

For Ex – Are they playing cricket?

→ Are + Sub + not + V<sub>1</sub> ing + Obj + '?' (Interrogative – Negative)

For Ex – Are they not playing cricket?

Note: 'Am' is used as helping verb with I.

For Ex – I am reading a novel.

Uses:

1. To show a continuous action.

For Ex – (a) She is playing chess.

(b) They are not driving a car.

2. To show those actions which have following words

"Now, these days, now-a-days, still, at this time, at this moment, at present."

For Ex – (a) Is she still reading?

(b) My mother is reading the Mahabharata now.

3. To denote a change of present state/situation into another.

For Ex – (a) Cars are becoming costlier day by day.

(b) She is getting more and more complicated.

4. To show those events/ actions that will take place in near future.

- For Ex – (a) I am going on vacations tomorrow.  
 (b) She is getting married next week.

### (iii) Present perfect Tense

This Tense is used to express those actions that have been finished recently.

Structure

For singular:

→ Sub + has + V<sub>3</sub> + Obj (Affirmative)

For Ex – She has bought a house.

→ Sub + has not + V<sub>3</sub> + Obj (Negative)

For Ex – She has not bought a house.

→ Has + Sub + V<sub>3</sub> + Obj + '?' (Interrogative)

For Ex – Has she bought a house?

→ Has + Sub + not + V<sub>3</sub> + Obj + ? (Interrogative – Negative)

For Ex – Has she not bought a house?

For Plural:

→ Sub + have + V<sub>3</sub> + Obj (Affirmative)

For Ex – They have completed their work.

→ Sub + have not + V<sub>3</sub> + Obj (Negative)

For Ex – They have not completed their work.

→ Have + Sub + V<sub>3</sub> + Obj + '?' (Interrogative)

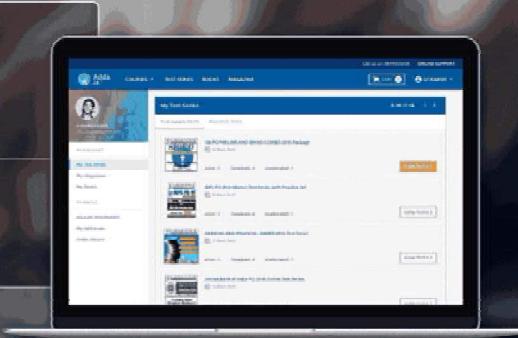
For Ex – Have they completed their work?

→ Have + Sub + not + V<sub>3</sub> + Obj + ? (Interrogative – Negative)

For Ex – Have they not completed their work?

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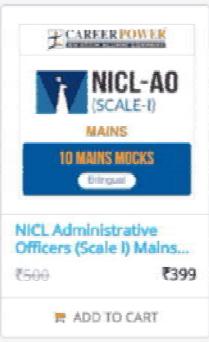
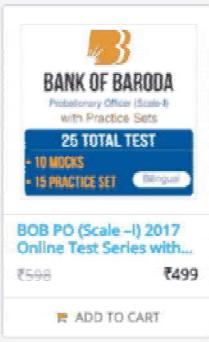
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Note: I is used as 'Plural' in this type of Tense

For Ex – I have submitted my assignment

Uses:

1. To show the action that has just ended

For Ex – (a) I have written a letter

(b) Ishan has gone to Mumbai.

2. In sentences which consist the following:

"This/That/It is the first/second/third/best/worst".

For Ex – (a) This is the worst novel, I have ever read.

(b) It is the best book, I have ever read.

3. To show those sentences which have the following words.

"Already, so far, as yet, yet, upto now, just, just now, recently, ever, lately"

For Ex – (a) I have already taken my lunch.

(b) Have you ever been to London?

Note: Generally, Present Perfect Tense does not take an adverb of Past time.

For Ex – 'I have seen Amit yesterday' is wrong.

⇒ Simple past is used when an adverb of past is mentioned.

Therefore, the correct usage of sentence given above should be as follows:

'I saw Amit yesterday.'

#### (iv) Present perfect Continuous

This type of Tense is used to express those actions that had begun in the past and are still in progress.

Structure:

For Singular:

→ Sub + has been + V<sub>1</sub> ing + Obj. + since/for + Time being.  
(Affirmative)

For Ex – (a) Ram has been living here since 1993

(b) Ram has been living here for last ten years.

→ Sub + has not been + V<sub>1</sub> ing + Obj. + since/for + Time being.  
(Negative)

For Ex – (a) Ram has not been living here since 1993.

(b) Ram has not been living here for last ten years.

→ Has + Sub + been + V<sub>1</sub> ing + Obj + since/for + Time being + ?  
(Interrogative)

For Ex – (a) Has Ram been living here since 1993?

(b) Has Ram been living here for last ten years.

→ Has + Sub + not + been + V<sub>1</sub> ing + Obj + since/for + Time being  
+ '?' (Interrogative - Negative)

For Ex – (a) Has Ram not been living here since 1993?

(b) Has Ram not been living here for last ten years.

For Plural:

→ Sub + have been + V<sub>1</sub> ing + Obj. + since/for + Time being.  
(Affirmative)

For Ex – (a) They have been singing since morning.

(b) They have been singing for two hours.

→ Sub + have not been + V<sub>1</sub> ing + Obj. + since/for + Time being.  
(Negative)

For Ex – (a) They have not been singing since morning.

(b) They have not been singing for two hours.

→ Have + Sub + been + V<sub>1</sub> ing + Obj. + since/for + Time being + ?  
(Interrogative)

For Ex – (a) Have they been singing since morning?

(b) Have they been singing for two hours?

→ Have + Sub + not + been + V<sub>1</sub> ing + Obj. + since/for + Time  
being + '?' (Interrogative - Negative)

For Ex – Have they not been singing for two hours?

Note: 'I' is used as plural in this tense

For Ex – I have been cleaning the room since morning.

Note: (a) 'since' is used to represent 'Point of time'

(b) 'for' is used to represent 'Period of time'

Uses:

1. To show those actions that had begun in the past and are still in progress.

For Ex – The baby has been sleeping since morning.

2. It can be used with time phrases like

"for, since, long, how long, all the time, all week, etc.

For Ex – (a) For how long have you been eating?

(b) She has been crying all the time.

### Past Tense

This Tense expresses an action that has happened or a state that previously existed

Like present Tense, Past Tense can also be classified into following four parts:"

- (a) Past Indefinite (Simple Past)
  - (b) Past Continuous (Past Progressive)
  - (c) Past Perfect
  - (d) Past Perfect continuous
- (i) Past Indefinite Tense

This Tense is used to express an action that happened or finished in the past.

Structure:

The structure of sentence with singular/plural subject remains same in Past Indefinite Tense.

For Singular:

For Plural:

→ For Singular } Sub + V<sub>2</sub> + Obj. (Affirmative)  
                For Plural }

For Ex – She wrote a book.

→ Sub + Did not + V<sub>1</sub> + Obj (Negative)

For Ex – She did not write a book.

→ Did + Sub + V<sub>1</sub> + Obj + '?' (Interrogative)

For Ex – Did she write a book?

→ Did + Sub + not + V<sub>1</sub> + Obj + '?' (Interrogative – Negative)

For Ex – Did she not write a book?

Uses:

1. To Show a past action.

For Ex – (a) I wrote a letter yesterday.

(b) She came last week.

Note: Following words are used in Past Indefinite Tense.

"Yesterday, ago, last, the other day, the day before, etc."

2. To show a past habit.

For Ex – (a) I played cricket in my childhood.

(b) She always prayed to God.

3. This Tense is used in conditional sentences to indicate a condition which is unlikely to occur.

For Ex – (a) I wish I knew singing.

(b) If Ravi came we would congratulate him.

4. With the phrase

"It is time, It is high time, It is about time"

For Ex – (a) It is time you repaired the A/c.

(b) It is about time you got a haircut.

(ii) Past Continuous Tense

This Tense is used to express an action which was in progress for some time in the past.

Structure:

For singular:

→ Sub + was + V<sub>1</sub> ing + Obj (Affirmative)

For Ex – She was calling me.

- Sub + was not + V<sub>1</sub> ing + Obj (Negative)  
For Ex – She was not calling me.
  
- Was + Sub + V<sub>1</sub> ing + Obj + '?' (Interrogative)  
For Ex – Was she calling me?

- Was + Sub + not + V<sub>1</sub> ing + Obj + '?' (Interrogative - Negative)  
For Ex – Was she not calling me?

For Plural:

- Sub + were + V<sub>1</sub> ing + Obj (Affirmative)  
For Ex – They were watching a movie.

- Sub + were not + V<sub>1</sub> ing + Obj (Negative)  
For Ex – They were not watching a movie.

- Were + Sub + V<sub>1</sub> ing + Obj + '?' (Interrogative)  
For Ex – Were they watching a movie?

- Were + Sub + not + V<sub>1</sub> ing + '?' (Interrogative – Negative)  
For Ex – Were they not watching a movie?

Note: 'I' is used as singular Subject in this Tense.

For Ex – I was writing a letter.

Uses:

1. This Tense is used when two actions were simultaneously in progress in the past.

For Ex – (a) While she was preparing lunch, I was taking shower.  
(b) While I was reading, my wife was watching T.V.

2. This Tense is also used in combination with Simple past

For Ex – (a) While I was walking in the fields, I found a mobile phone.  
(b) When I was going to school, a dog bit me.

### (iii) Past Perfect Tense

This Tense expresses an action which has been completed (a long time ago) in the Past.

Structure:

The structure of sentences with singular/Plural Subject remains same in Past Perfect Tense.

→ For Singular } Sub + had + V<sub>3</sub> + Obj. (Affirmative)  
 For Plural }

For Ex – He had left for USA.

→ Sub + had not + V<sub>3</sub> + Obj. (Negative)

For Ex – He had not left for USA.

→ Had + Sub + V<sub>3</sub> + Obj. + '?' (Interrogative)

For Ex – Had he left for USA?

→ Had + Sub + not + V<sub>3</sub> + Obj + '?' (Interrogative – Negative)

For Ex – Had he not left for USA?

Uses:

1. When two actions occur in the past, one after the other, then, the first action is expressed in Past perfect Tense and the second action is expressed in Simple Past Tense.

For Ex – (a) The patient had died before the doctor came.

                 (b) He came after she had gone.

2. To express some unfulfilled wish in the Past.

For Ex – (a) I had hoped that he would pass.

                 (b) She had expected his arrival, but he did not come.

### (iv) Past perfect Continuous Tense

This Tense is used to express an action that started in past, continued for a period of time and then finished in Past.

Structure:

The structure of sentences with singular/Plural subject remains same in Past Perfect Continuous Tense.

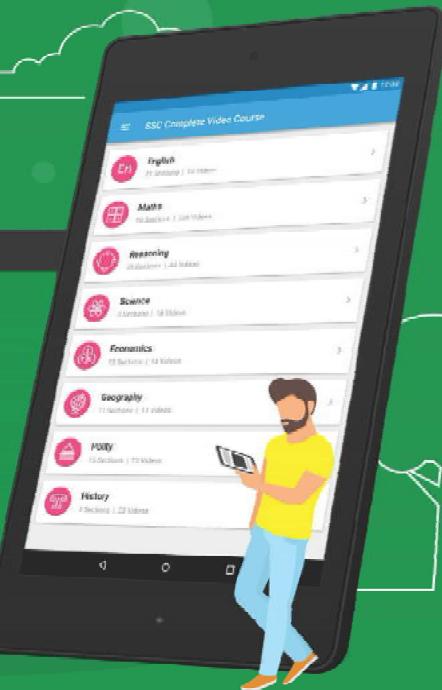
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For Singular } Sub + had been + V<sub>1</sub> ing + obj + Since/for + time being. (Affirmative)  
 For Plural }

For Ex – (a) She had been watching T.V. for two hours.  
 (b) She had been watching T.V. since 2 p.m.

→ Sub + had not been + V<sub>1</sub> ing + Obj + Since/for + Time being  
 (Negative)

For Ex – (a) She had not been watching T.V. for Two hours.  
 (b) She had not been watching T.V. since 2.00 PM.

→ Had + Sub + been + V<sub>1</sub> ing + since/for + Time being + '?'  
 (Interrogative)

For Ex – (a) Had she been watching T.V. for two hours?  
 (b) Had she been watching T.V. since 2:00 PM?

→ Had + Sub + not + been + V<sub>1</sub> ing + Obj + Since/for + Time  
 being + '?' (Interrogative – Negative)

For Ex – (a) Had she not been watching TV for two hours?  
 (b) Had she not been watching T.V. since 2:00 PM.

Uses:

1. It is used to express a repeated action in the past.

For Ex – (a) I had been trying to contact you.  
 (b) He had been trying to get a good job.

2. It is used to express an action that had happened in the past and its effects were still visible in the past.

For Ex – (a) She had been playing tennis when the news of her selection came in.  
 (b) I had been reading novel for 2 hours, when she asked me about its plot.

## Future Tense

This Tense expresses an action that has not yet happened or a state that does not exist but is expected to take place after some time from now.

Future Tense can be classified into following four Tenses

- (i) Future Indefinite (Simple Future)
  - (ii) Future Continuous (Future Progressive)
  - (iii) Future Perfect
  - (iv) Future Perfect Continuous.
- (i) Future Indefinite Tense

This Tense expresses an action that is expected to be finished in near future.

Structure:

Note: The structure of sentences with singular/plural subject remains same in future Indefinite Tense.

→ For Singular } Sub + will + V<sub>1</sub> + obj. (Affirmative)  
                 For Plural }

For Ex – (a) She will call you.  
                (b) They will call you.

→ Sub + will not + V<sub>1</sub> + Obj. (Negative)  
     For Ex – She will not call you.

→ Will + Sub + V<sub>1</sub> + Obj + '?' (Interrogative)  
     For Ex – Will she call you?

→ Will + Sub + V<sub>1</sub> + Obj + '?' (Interrogative – Negative)  
     For Ex – Will she not call you?

Note: Now a days, only 'will' is used as helping verb in future Tense because the usage of 'Shall' has gone out of style in modern English. Though 'Shall' is still used sometimes.

Note: Use of Shall/will is explained in modals.

## Uses:

To show conditional actions that have adverb clause, Present Indefinite Tense along with 'unless, until, when, if'

For Ex – (a) Unless she works hard, she will not pass.

(b) If you run fast, you will win the race.

## (ii) Future Continuous Tense

This Tense used to express an action that will be in progression in Future.

Structure:

The structure of sentences with singular/Plural subject remains same in future continuous Tense.

For Singular }  
For Plural }

→ Sub + will be + V<sub>1</sub> ing + Obj. (Affirmative)

For Ex – She will be cooking food at this time tomorrow.

→ Sub + will not be + v<sub>1</sub> ing + Obj. (Negative)

For Ex – She will not be cooking food at this time tomorrow.

→ Will + Sub + be + V<sub>1</sub> ing + '?' (Interrogative)

For Ex – Will she be cooking food at this time tomorrow?

→ Will + Sub + not + be + V<sub>1</sub> ing + Obj + '?' (Interrogative – Negative)

For Ex – Will she not be cooking food at this time tomorrow?

## (iii) Future Perfect Tense

This Tense expresses those actions that will certainly be finished at a point in future.

Structure:

→ Sub + will have + V<sub>3</sub> + Obj (Affirmative)

For Ex – She will have submitted her project by Monday.

- Sub + will not have + V<sub>3</sub> + Obj (Negative)  
For Ex – She will not have submitted her project by Monday.
  
- Will + Sub + have V<sub>3</sub> + Obj + '?' (Interrogative)  
For Ex – Will she have submitted her project by Monday?
  
- Will + Sub + not + have + V<sub>3</sub> + Obj + '?' (Interrogative – Negative)  
For Ex – Will she not have submitted her project by Monday?

Note: In future perfect Tense, when an action is expected to be completed in near future, till/by are used before the adverb of future.

For Ex – “by tomorrow, till next week, by Monday”

Uses:

To show an action in which ‘when’ or ‘before’ is followed by present Tense.

For Ex – (a) I will have completed this task before she comes.  
(b) He will have reached school before the bell rings.

#### (iv) Future Perfect Continuous Tense:

This Tense is used to express an action that continues upto some point of time in future.

Structure:

- Sub + will have been + V<sub>1</sub> ing + Obj. + Since/for + Time being (Affirmative)  
For Ex – She will have been washing clothes for 3 hours.
  
- Sub + will not have been + V<sub>1</sub> ing + Obj + since/for + Time being (Negative)  
For Ex – Will not have been washing clothes for 3 hrs.
  
- Will + Sub + have been + V<sub>1</sub> ing + Obj + Since/for + time being + '?' (Interrogative)  
For Ex – Will she have been washing clothes for 3 hours?

→ Will + Sub + not + have been + V<sub>1</sub> ing + Obj + since/for + time being + '?' (Interrogative – Negative)

For Ex – Will she not have been washing clothes for 3 hrs?

Note: Future perfect progressive denotes continuous action while future perfect denotes completed action.

For Ex – (a) By the end of this month, I will have been travelling for 6 months (Continuous action)

(b) By the end of this month, I will have travelled for 6 months (Completed Action)

### Exercise

Direction (1 – 25): Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistakes (if any).

1. (a) An anarchist is / (b) a person who / (c) is believing in or / (d) tries to bring about anarchy. / (e) No error
2. (a) When / (b) She comes / (c) we discuss / (d) this issue / (e) no error.
3. (a) It is high time / (b) you bought / (c) this book / (d) from the market / (e) No error
4. (a) Whenever / (b) he is coming here / (c) he brings a lot of / (d) gifts for us / (e) No error.
5. (a) Shweta is behaving / (b) as if she never / (c) tells a lie / (d) in her life. / (e) No error.
6. (a) I wish / (b) I was the / (c) first Prime minister of the / (d) country after independence / (e) No error
7. (a) Shreya uses to watch / (b) TV till eleven O'clock at night / (c) and then goes / (d) to bed / (e) No error
8. (a) I wish I / (b) met you when / (c) you were / (d) living in India / (e) No error
9. (a) Here came / (b) my friend ! / (c) said Ashish when / (d) he saw Udit / (e) No error

10. (a) If we had / (b) Rahul in our team / (c) we would / (d) won the match / (e) No error
11. (a) A drop in the mercury column / (b) of a barometer / (c) indicates the change / (d) in atmospheric pressure / (e) No error
12. (a) New king / (b) Porus leads / (c) his army / (d) and attacked the enemy / (e) No error
13. (a) Juhi has / (b) saved enough money / (c) she will buy / (d) a new car next week / (e) No error
14. (a) Rama hopes / (b) to become an IAS officer / (c) after she completes / (d) her graduation. / (e) No error
15. (a) Rahul along with his friends / (b) is going to have / (c) a party in his apartment / (d) after the match. / (e) No error
16. (a) Harit had not taken / (b) any decision / (c) until he had / (d) studied the case / (e) No error.
17. (a) I tried to tell Shivam / (b) what has happened / (c) but my words / (d) were not audible / (e) No error.
18. (a) The teacher taught / (b) the students since / (c) Morning, therefore, she / (d) was exhausted / (e) No error.
19. (a) I have been / (b) studying in / (c) my room / (d) for last evening / (e) No error.
20. (a) Rita came / (b) to the class / (c) much earlier than / (d) I expected / (d) No error.
21. (a) Many studies suggest / (b) that the number / (c) of cancer patients / (d) is grow day by day / (e) No error
22. (a) Ravi told his father / (b) that he would not / (c) be able to come back on time / (d) if rains / (e) No error.
23. (a) I remember what / (b) She had / (c) told me about / (d) her future plans / (e) No error
24. (a) I will let you know / (b) as soon as I will get / (c) any information / (d) about your missing brother. / (e) No error.
25. (a) We had reached / (b) the station / (c) before the train / (d) arrived / (e) No error.

Direction (1 – 20): Fill in the blanks with the right option.

**TENSES**

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16. We \_\_\_\_\_ shopping last weekend. There was a great crowd in the market. Most of the people \_\_\_\_\_ their Diwali's shopping.
- (a) went; were doing
  - (b) gone; did
  - (c) had gone; done
  - (d) had gone; were doing
  - (e) were going; were doing
17. It is a fine morning today. The birds \_\_\_\_\_ on the trees, and there \_\_\_\_\_ not a cloud in the sky.
- (a) are singing; is
  - (b) have been singing; is not
  - (c) were singing; were
  - (d) had sung; is
  - (e) None of these
18. Abhi is always asking questions. Sometimes he \_\_\_\_\_ such complicated questions that I \_\_\_\_\_ puzzled, too.
- (a) asks; becomes
  - (b) asks; become
  - (c) is asking; become
  - (d) asks; became
  - (e) ask; become
19. I thought that the grass needs cutting, but the lawnmower \_\_\_\_\_ out of order. Therefore, I \_\_\_\_\_ the grass with a pair of shears.
- (a) was; had cut
  - (b) is; cut
  - (c) was; cut
  - (d) will be; cutted
  - (e) had; cut
20. Her parents \_\_\_\_\_ for her for over an hour. Where has she \_\_\_\_\_ all this time
- (a) waited; be
  - (b) were waiting; been
  - (c) wait; been
  - (d) have been waiting; been
  - (e) None of these.

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## Solutions

1. (c); 'believes' should be used in place of 'is believing' Since 'universal truths' are always expressed in 'simple present Tense'.  
 For Ex -: A teetotaler is a person who never drinks alcohol.
2. (c); 'We will discuss' should be used in place of 'we discuss'. Because whenever two future actions are stated, conditional clause or subordinate clause (those which begin with If, until, when, before, etc) are expressed in simple present tense and 'Principal clause' is expressed in future tense.  
 For Ex -: Until Shivam comes, I will wait for him.
3. (e); No error
4. (b); 'He comes' should be used in place of 'he is coming' since present habits are expressed in 'Simple Present Tense'  
 For Ex -: Whenever she weeps, nobody asks her the reason.
5. (c); 'Tells a lie' should be replaced with 'Told a lie' because 'as if' clause always takes 'Past tense'.  
 For Ex -: He is reacting as if he never failed a test.
6. (b); 'I were' should be used in place of 'I was' because in Imaginary sentences of present, 'were' is used after the subject.  
 For Ex -: I wish, I were the richest person of the world.
7. (a); 'Watches' should be used in place of 'uses to watch' since present habits are expressed in 'Simple Present Tense'  
 For Ex -: He goes for a walk every day, before having his tea in the morning.
8. (b); 'Had met' should be used in place of 'met' because in 'unfulfilled wish, condition or desire' of past, I wish/as If/If etc. take 'past perfect Tense'  
 For Ex -: I wish I had met nelson Mandela.
9. (a); 'Here comes' should be used in place of 'Here come'. Since 'Simple present Tense' is used in exclamatory sentences starting with 'Here' and 'there'  
 For Ex -: There goes the ball !

10. (e); No error  
11. (e); No error  
12. (b); 'led' should be used in place of 'leads' since this a past event and past events (histonic ones) are expressed in simple past tense  
13. (c); 'is going to buy' should be used in place of 'will buy' because when a future plan of action is expected to take place, we use 'going to'.

For Ex -: She has invited all her friends as she is going to celebrate her wedding anniversary tomorrow.

14. (c); 'She has completed' should be used in place of 'she completes' because Rama would have completed her graduation before becoming an IAS officer. Hence Present Perfect Tense would be used.

For Ex -: O can't decide until I've got all the information about this

15. (e); No Error  
16. (a); 'Did not take' should be used in place of 'had not taken' because whenever two past actions are stated, past perfect is used to express former action whereas the latter one is expressed in 'Simple Past Tense'.

For Ex -: when we reached the station, the train had already departed.

17. (b); 'What had happened' should be used in place of 'what has happened' because what 'I' tried to tell Shivam is a past action. Hence past perfect tense should be used here to denote 'past of the past'.

For Ex -: He informed his father about the car accident that had occurred last week.

18. (a); 'Had been teaching' should be used in place of 'Taught'. Because, teacher had started teaching in past, continued to teach in past and finished teaching in past. Hence, past perfect continuous must be used.

For Ex -: She had been driving for six hours before she met with an accident.

19. (d); 'Since last evening' should be used in place of 'for last evening' because 'since' is used to denote 'point of time whereas 'for' is used to denote 'period of time.

For Ex –: They have been waiting since 4 O' clock  
Point of time

They have been waiting for four hours.  
Period of time

20. (d); 'I had expected' should be used in place of 'I expected', since, past perfect tense is used to denote 'Past of the past'.

21. (d); 'is growing day by day' should be used in place of 'is grow day by day'. Since the rule 'followed in Present continuous Tense is as 'sub + is/am/are + v<sub>1</sub> ing + object.'

For Ex –: She is growing old day by day.

22. (d); 'If it trained' should be used in place of 'If it rains' because Reporting verb in Indirect narration is in past Tense

For Ex –: Rahul told his brother that he prepared the breakfast for him.

23. (e); No Error.

24. (b); 'Will get' should be replaced with 'get'. For explanation refer to question – 2.

25. (e); No Error.

### Solutions of Fill in the Blanks

- (a); The sentence expresses the daily habit of Sanjeev. Therefore, simple present tense should be used here. Hence, (a) is the correct option.
- (a); In this sentence the daily ambience of market has been described. Therefore, (simple) present tense should be used. Hence, (a) is the correct option.
- (e); The usage of the word 'already' shows that the action has been completed. Hence perfect tense should be used. Now see the meaning of the following options:

Post: Send (a letter or parcel) via the postal system  
Deliver: bring and hand over (a letter, parcel, or goods) to the proper recipient or address  
Hence, (e) is the correct option.

4. (a): For future plans which are expected to be executed in near future, we use present progressive tense. Hence, (a) is the correct option.
5. (c): In this sentence, the action had started in past and was in action for a period of time hence perfect continuous tense should be used here. Therefore, (c) is the correct option.
6. (d): In this sentence, the daily routine of milkman has been described. Hence, simple present tense should be used. Hence, (d) is the correct option.
7. (b): Here an action described, had started in the past and was in action till the point in the past. Hence, past perfect continuous tense should be used here. Hence, (b) is the correct option.
8. (a): The given statement is in passive voice hence, the structure 'has + been + V3' should be used. Hence, (a) is the correct option.
9. (b): The usage of the word 'already' shows that the action in the given sentence has been completed hence perfect tense should be used. Now, the usage of are in the first part of the question shows that the sentence is in present tense. Therefore, (b) is the correct option.
10. (d): The usage of the word 'now a days' shows that the sentence is in present continuous tense. Hence, (d) is the correct option.
11. (a): For the first blank the action has started in the past and is currently in action, hence present perfect continuous tense should be used. Hence, either (a) or (d) is the correct option. But, for the second blank, the action of looking had not started in the past so (d) cannot be the correct option, Hence (a) is the correct option.
12. (e): 'is holding; raise' is the correct option. For explanation refer to Question-4

Look at the meaning of the following options for the second blank.  
Raise: Increase the amount  
Rise: An upward movement  
Hence, (e) is the correct option.

13. (b): The usage of 'look' indicates that the action is in continuation. Hence present continuous tense should be used here. Hence, (b) is the correct option.
14. (d): In the given sentence, what Manju told Karan was an action of past so, we should use past perfect tense to show actions that took place in 'past of past'. Now, in the second past action has been described so, simple past tense should be used here. Hence, (d) is the correct option.
15. (c): 'is; will be' is the correct answer.
16. (a): In the first blank past action has been described. Hence simple past should be used here. Again in the second blank a continuous action has been described, therefore, past continuous tense must be used. Hence (a) is the correct option.
17. (a): The given sentence describes the actions that are taking place at present. Hence, present continuous tense should be used here. Hence, (a) is the correct option.
18. (b): The given sentence shows the habits of Abhi hence, simple present tense should be used in the first blank. In the second blank, present tense should be used, now I is plural in present tense, hence plural verb (become) should be used here. Hence (b) is the correct option.
19. (c): Since the given sentence is in past tense and shows the past actions. Hence simple past tense should be used here. Hence (c) is the correct option.
20. (d): The usage of 'has' in the given sentence shows that the sentence is in present tense. Now, in the first blank, present perfect continuous tense should be used (see question 11 for explanation). For the second blank been (stay in the same place or condition) is the most appropriate option. Hence, (d) is the correct option.

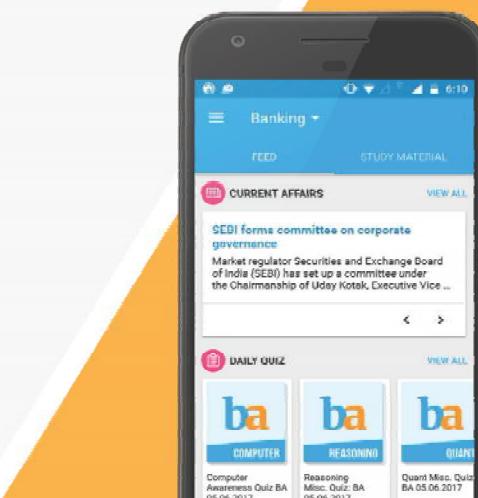
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# Bank English Language

*Chapter*

2

Voices



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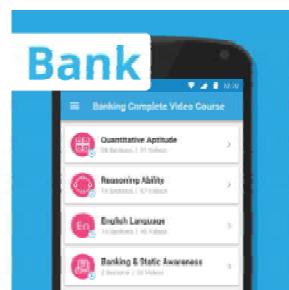
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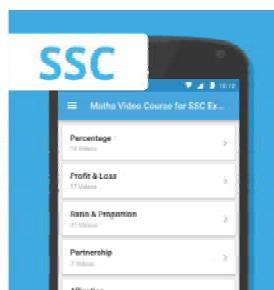
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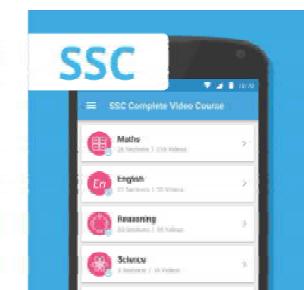
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Chapter

2

# Voices

**Definition:** Voice is that form of a verb which tells us whether the subject does something or has something done to it. For example

**Active:** Mohan takes coffee. (Subject does something)

**Passive:** Coffee is taken by Mohan. (Something is done to a subject)

**Rules for changing voice:**

- (i) Subject is placed in place of object and object is placed in place of subject.
- (ii) "By" is used with a noun or a pronoun for showing doer or agent of some work.
- (iii) We can change voice of only a transitive verb, i.e., a verb with an object. We cannot change voice of an intransitive verb, i.e., a verb without an object.

## Rules for changing the Verbs

Tense	Verb in Active Voice	Verb in Passive Voice
Present Indefinite	$V_1$	Is/are/am + $V_3$
Past Indefinite	$V_2$	Was/Were + $V_3$
Future Indefinite	Shall /Will + $V_1$	Shall/Will + be + $V_3$
Present Continuous	Is/are/am + $V_1$ + ing	Is/are/am + being + $V_3$
Past Continuous	Was/Were + $V_1$ + ing	Was/Were + being + $V_3$
Present Perfect	Has/Have + $V_3$	Has/Have + been + $V_3$
Past Perfect	Had + $V_3$	Had + been + $V_3$
Future Perfect	Shall/Will + have + $V_3$	Shall/Will + have + been + $V_3$

**Change of Active Voice into Passive Voice:**

**Present Indefinite Tense:**

1. I eat a mango. (Active)

A mango is eaten by me. (Passive)

2. He sells watches. (Active)  
Watches are sold by him. (Passive)
3. You do not tell a lie. (Active)  
A lie is not told by you. (Passive)
4. Do they buy new books? (Active)  
Are new books bought by them? (Passive)
5. Who teaches you science? (Active)  
By whom are you taught science? (Passive)

Present Continous Tense:

1. I am writing a letter. (Active)  
A letter is being written by me. (Passive)
2. She is not plucking flowers. (Active)  
Flowers are not being plucked by her. (Passive)
3. He is driving a car. (Active)  
A car is being driven by him. (Passive)
4. Are you eating apples? (Active)  
Are apples being eaten by you? (Passive)
5. Is he helping you? (Active)  
Are you being helped by him? (Passive)

Present Perfect Tense:

1. I have written a letter. (Active)  
A letter has been written by me. (Passive)
2. He has posted the letter. (Active)  
The letter has been posted by him. (Passive)
3. We have played the game. (Active)  
The game has been played by us. (Passive)
4. They have finished the work. (Active)  
The work has been finished by them. (Passive)
5. I have bought two pens. (Active)  
Two pens have been bought by me. (Passive)

### Past Indefinite Tense:

1. He wrote a letter. (Active)  
A letter was written by him. (Passive)
2. I helped Ram. (Active)  
Ram was helped by me. (Passive)
3. She lost her purse yesterday. (Active)  
Her purse was lost yesterday by her. (Passive)
4. You did not take tea. (Active)  
Tea was not taken by you. (Passive)
5. Did the police catch the thief? (Active)  
Was the thief caught by the police? (Passive)

### Past Continuous Tense:

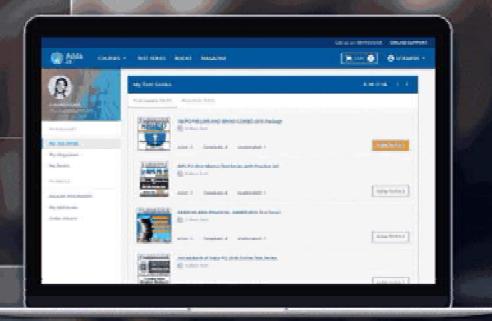
1. He was answering the questions. (Active)  
The questions were being answered by him. (Passive)
2. I was obeying my parents. (Active)  
My parents were being obeyed by me. (Passive)
3. She was cleaning the room. (Active)  
The room was being cleaned by her. (Passive)
4. She was offering prayers. (Active)  
Prayers were being offered by her. (Passive)
5. What were you doing? (Active)  
What was being done by you? (Passive)

### Past Perfect Tense:

1. I had taken food. (Active)  
Food had been taken by me. (Passive)
2. He had done his duty. (Active)  
His duty had been done by him. (Passive)
3. We had lost the match? (Active)  
The match had been lost by us. (Passive)
4. Had he broken your pen? (Active)  
Had your pen been broken by him? (Passive)
5. Had he not taken medicines? (Active)  
Had medicines not been taken by him? (Passive)

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## Future Indefinite Tense:

1. We shall play the match. (Active)  
The match will be played by us. (Passive)
  2. She will sing a song. (Active)  
A song will be sung by her. (Passive)
  3. The police will catch the thief. (Active)  
The thief will be caught by the police. (Passive)
  4. I shall take tea. (Active)  
Tea will be taken by me. (Passive)
  5. He will fly a kite. (Active)  
A kite will be flown by him. (Passive)

## Future Perfect Tense:

1. He will have written a letter. (Active)  
A letter will have been written by him. (Passive)
  2. She will have cooked food. (Active)  
Food will have been cooked by her. (Passive)
  3. I shall have finished the work. (Active)  
The work will have been finished by me. (Passive)
  4. He will have helped me. (Active)  
I shall have been helped by him. (Passive)
  5. You will have posted the letter. (Active)  
The letter will have been posted by you. (Passive)

Note: To change Interrogative sentence starting with 'wh family' into passive voice, we add the 'wh' word before the passive form of the sentence:

For e.g.: What are you eating?

What is being eaten by you.

⇒ Why have you stolen the pen? (active)

why has the pen been stolen by you? (passive)  
Wh word Passive form

For 'who' and 'whom' look at the following examples.

- ⇒ 'Who' bought this house?
- ⇒ whom have you called?
- ⇒ Who has been called by you?

**Imperative Sentences:**

An Imperative sentence is the one which expresses an order, request, command etc.

An imperative sentence takes the following forms in passive voice.

- (i) Let + Noun + be + V<sub>3</sub>

For Ex – Shut the door. (active)

Let the door be shut (passive)

- (ii) You are requested/ordered/advised etc to + V<sub>1</sub> + Obj.

For Ex – Please bring a glass of water (active)

You are requested to bring a glass of water (Passive)

- (iii) Sub + should + be + V<sub>3</sub> + obj.

For Ex – Respect your elders (Active)

Your elders should be respected (passive)

Infinitive Verbs (To + V<sub>1</sub>)

⇒ Sentences with Infinitive verbs take the following form in Passive voice.

Active : "To + V<sub>1</sub>"

Passive : "To + be + V<sub>3</sub>"

For Ex – (a) We are to buy a new car. (Active)

(b) A new car is to be bought by us. (Passive)

(c) I have to find my lost pen. (active)

⇒ My lost pen has to be found by me. (passive)

⇒ Verbs like let, bid, help and make are followed by Infinitives in passive voice.

For Ex – (a) I made him complete all his work (active)

(b) He was made to complete all his work by me. (Passive)

⇒ When verbs are followed by adjectives following structure is used in passive voice.

'Sub + verb + adjective + when + pronoun + helping verb + V<sub>3</sub>'

For Ex – Mango tastes sweet (Active)

Mango is sweet when it is tasted. (Passive)

⇒ To make passive from of modal verbs, following structure is followed.

(For indefinite)

Sub + Modal + V<sub>1</sub> + Obj (active)

Obj + Modal + be + V<sub>3</sub> + by + sub (Passive)

For Ex – You should work hard. (active)

Hard work should be done by you (passive)

⇒ For Perfect.

Subject + Modal + have + V<sub>3</sub> + Obj (active)

Obj + Modal + have + been + V<sub>3</sub> + by + sub (passive)

For Ex – I should have passed the exam. (active)

The exam should have been passed by me.

⇒ Continuous and Perfect continuous form of modal verbs are not converted into passive voice.

### Exercise

Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistakes (if any).

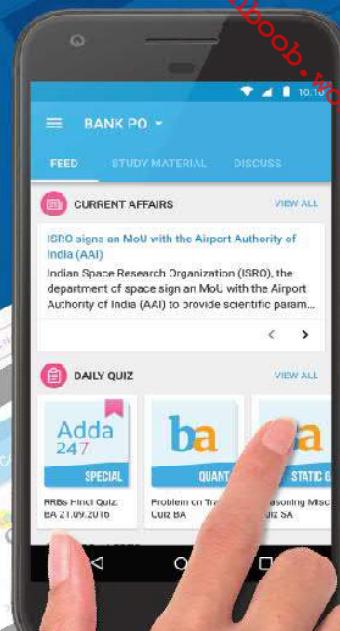
1. (a) The officers/(b) who were on inspection/(c) in this exam centre were discovered/(d) many discrepancies. /(e) No error.
2. (a) The teacher asked/(b) the students whether they/(c) could tell the name of the man /(d) who had been invented electricity./ (e) No error.
3. (a) She held a gun/(b) in her hand which/(c) was totally hiding in the long cloak /(d) that she was wearing. /(e) No error.
4. (a) I was surprise/(b) at her contemptuous behaviour/(c)as she was considered/(d) an obedient child/(e)No error.
5. (a) Had the police not/(b) reached there/(c)on time, the bank/(d) would have robbed. /(e) No error.



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6. (a) The soldier seriously injured/(b) during the cross fire/(c) and was rushed/(d) to hospital/(e) No error.
7. (a) Police officers sent/(b) to the place of crime and /(c) every nook and corner/(d) was thoroughly checked./ (e) No error.
8. (a) When the police officer was shot dead/(b) people were run/(c) here and there/(d) to save themselves./ (e) No error.
9. (a) Mother's love/(b) cannot substituted/(c) by anything/(d) else in this world./ (e) No error.
10. (a) When the robber broke into/(b) the bank, the/(c) staff raised a hue and cry and the robber caught / (d) immediately by the people./ (e) No error.
11. (a) The city/(b) was tore/(c) by earthquake/ (d) previous year./ (e) No error.
12. (a) The taxi driver/(b) was accused the man/(c) for walking in/(d) the middle of the road./ (e) No error.
13. (a) Some passengers/(b) were flew/(c) to London on/ (d) the last trip./ (e) No error.
14. (a) By the time/(b) he arrived,/ (c) everybody had been/(d) left for the party./ (e) No error.
15. (a) She was/ (b) extremely annoyed/(c) by/ (d) the ill behavior of the bank staff./ (e) No error.
16. (a) The Head office was/(b) engulfed by / (c) the fire/(d) that had broken last night/ (e) No error.
17. (a) It believed earlier/ (b) that the sun/(c) revolved / (d) round the earth./ (e) No error.
18. (a) As he/(b) was wearing,/ (c) skimpy clothes/(d) he was stared./ (e) No error.
19. (a) she behaves in/(b) such a weird manner/(c) that everybody disgusted/(d) with her./ (e) No error.
20. (a) I think/(b) more than ten balls/(c) are contained/(d) by this box./ (e) No error.

21. (a) A mob of rioters / (b) were arrested/(c) by the police/(d) last night near the town./ (e) No error.
22. (a) The streets of Delhi/(b) were thronged/(c) by / (d) the common people./ (e) No error.
23. (a) Everyone says / (b) that he born/(c) of / (d) a rich parents/ (e) No error.
24. (a) The ship /(b)sank and/(c) everyone /(d)aboard drowned./ (e) No error
25. (a) If motorists do not observe/ (b) the traffic regulations, they/(c) will be stopped, ticketed/(d) and have to pay a fine./ (e) No error.

### Solutions

1. (c); 'were' should be removed from here. Since, past indefinite tense ' $V_2$ ' is used in active voice.
2. (d); 'been' should not be used here. Since, the given sentence is in active voice hence, the structure 'had + been +  $v_3$ ' will not be used here.
3. (c); 'hidden' should be used in place of 'hiding'.
4. (a); 'surprised' should be used in place of 'surprise'. Since the given sentence is in passive voice. Hence, ' $V_3$ ' should be used.
5. (d); 'would have been' should be used in place of 'would have'. Since the given sentence is in passive voice. Hence, 'would + have + been" should be used.
6. (a); 'The soldier was seriously injured' should be used in place of 'The soldier seriously injured'. Since 'The soldier seriously injured' means that 'The soldier was involved in the act of injuring someone'.
7. (a); 'were sent' should be used in place of 'sent'
8. (b); 'were run' should be replaced with 'ran'. Since the given sentence is in active voice.
9. (b); 'be' should be added after 'cannot'. Since, in passive voice, the structure 'model + be +  $v_3$ ' is used.

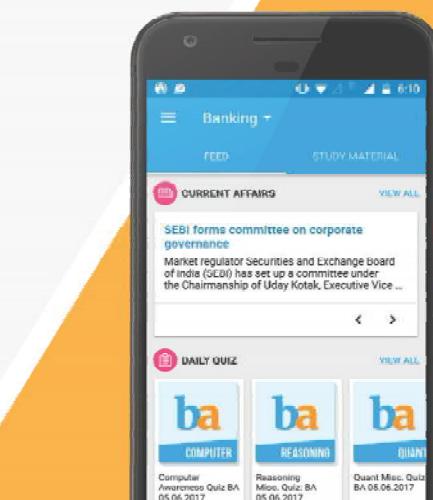
10. (c); 'robber was caught' should be used in place of 'robber caught'. Since 'robber caught' means 'robber was the doer of the action'.
11. (b); 'torn' should be used in place of 'tore'. Since, in passive voice, ' $V_3$ ' is used after 'was/were'.
12. (b); 'was' should not be used here. Since the sentence is not in passive voice
13. (b); 'flown' ( $v_3$ ) should be used in place of 'flew'. Since, the given sentence is in passive voice. Hence,  $V_3$  should be used.
14. (c); 'been' should be removed from the given sentence. Since, the given sentence is in active voice, Hence 'has/have/had + been' should not be used.
15. (c); 'at' should be used in place of 'by'. Since, we are 'annoyed at something' and 'annoyed with someone'.
16. (b); 'in' should be used in place of 'by'. Since the preposition 'in' is used after 'engulfed'.
17. (a); It 'was believed' should be used in place of 'It believed'.
18. (d); 'stared at' should be used in place of 'stared'. Since, the preposition that follows/precedes the main verb in active voice should also be used in passive voice.
19. (c); 'everybody is disgusted' should be used in place of 'everybody disgusted'.
20. (d); 'in' should be used in place of 'by'. Since, the word 'Contain' is followed by 'in'.
21. (b); 'mob' is a singular, subject, Hence singular verb. 'was' should be used in place of 'were'.
22. (c); 'Thronged' is followed by 'with' Hence, 'by' should be replaced with 'with'.
23. (b); 'he was born' should be used in place of 'he born' since, the given sentence is in passive voice.
24. (d); 'was' should be added after aboard. Since, the given sentence is in passive voice. Hence, 'sub + was +  $v_3$ ' should be used.
25. (d); 'will have to' should be used in place of 'have to'. Since, the sentence is in active voice after 'and'.



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# **Bank English Language**

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*Chapter*

3

**Narrations**



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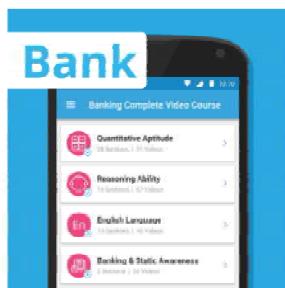


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Chapter

**3**

# Narrations

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Definition: When we express someone's words in our own words, it is called - "Indirect Speech" and when we express someone's words as it is, it is called - "Direct Speech".

For examples- He said to me, "I write a letter". (Direct)

He told me that he wrote a letter. (Indirect)

Rules for changing "Direct Speech" into "Indirect Speech".

1. Reporting verb is changed according to the form and sense of the sentence.
2. Inverted commas are removed in the indirect-speech.
3. Connective word is used in the beginning of the reported speech.
4. Verb of the reported speech is changed according to the form and sense of the sentence.
5. Persons of the reported speech are changed.
6. Words showing nearness, time or place are changed.

For example: 'yesterday' is changed into "the previous day".

## 1. Assertive Sentences

Rule 1: Rules for changing reporting verb

Direct	Indirect
Say, says (without object)	No Change
Say to, Says to (with object)	Tell, Tells
Said (without object)	No change
Said to (with object)	Told

Rule 2: Comma and inverted commas are removed in the indirect speech and connective word 'that' is used in the indirect speech.

Rule 3: If reporting verb is written in the present or future tense then the tense of the reported verb is not changed in the indirect speech.

Rule 4: Rules for changing "Helping Verb".

Direct	Indirect	Direct	Indirect
Is, am	Was	Do, Does	Did
Are	Were	Did	Had
Has, Have	Had	Must	No Change
Shall, Will	Would	Should	No Change
Can	Could	Had	No Change
May	Might	Would	No Change
		Could	No Change

Rule 5: Rules for change of words showing nearness.

Direct	Indirect	Direct	Indirect
This	That	Yesterday	The previous day
These	Those	Tomorrow	The next day
Here	There	Tonight	That night
Now/just	Then	Last night	The previous night
Today	That day	Hence	Thence

Rule 6: Pronoun changes according to the following rule.

The Pronoun of reported speech changes according to the subject and the object of the reporting verb

Sub 1st Person I, we	Obj 2nd Person you	No 3rd Person he, she, it, they
----------------------------	--------------------------	---------------------------------------

**Case I:** The first person of reported speech changes according to the subject of reporting verb

Ex – He said, "I play cricket." (Direct)

He said that he played cricket (Indirect)

Subject of reported speech 'I' (first person) is changed according to the subject of reporting verb 'He' (third person)

**Case II:** The second person of reported speech changes according to the object of reporting verb

Ex – He said to me, "you play cricket" (Direct)

He told me that I played cricket (Indirect)

In the above case the subject 'you' (second person) of reported speech is changed according to the object of reporting verb 'me' (first person)

**Case III:** The third person of reported speech remains unchanged

Ex – You said to me, "He will play cricket" (Direct)

You told me that he will play cricket (Indirect)

In the above case the subject 'he' (third person) of reported speech is not changed

For example

1. He says, "I take coffee". (Direct)

He says that he takes coffee. (Indirect)

2. He is saying, "I was suffering from fever". (Direct)

He is saying that he was suffering from fever. (Indirect)

3. My friend said, "I am fine".

My friend said that he was fine.

4. She said to me, "You are right".

She told me that I was right.

5. Mohan said, "I am doing work".

Mohan said that he was doing work

6. Radha said, "I have finished her work".

Radha said that she had finished her work.

7. You said to me, "I went to Mumbai".  
You told me that you had gone to Mumbai.
8. He said, "The bus had left".  
He said that the bus had left.
9. He said, "I shall bring your book tomorrow".  
He said that he would bring my book the next day.
10. The teacher said to me, "The boy will go on a picnic".  
The teacher told me that the boy would go on a picnic.
11. He said, "Man is mortal".  
He said that man is mortal.
12. You say, "I am doing work".  
You say that you are doing work.
13. I say to him, "You cannot win the match".  
I tell him that he cannot win the match.
14. They say to me, "We shall help you".  
They tell me that they will help me.
15. She says to me, "I did not break your pen".  
She tells me that she did not break my pen.

## 2. Interrogative Sentences

- Rule 1: Connective word 'that' is not used in the indirect speech.
- Rule 2: Reporting verb is changed into 'ask' or 'asked' in the indirect speech.
- Rule 3: Mark of interrogation [?] is removed in the indirect speech.  
For example:

1. He said to me, "Are you studying?"  
He asked me if I was studying.
2. He said to me, "Have you done your work?"  
He asked me if I had done my work.
3. She said to me, "Do you take tea?"  
She asked me if I took tea.

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4. He said to me, "Did you take lunch?"  
He asked me if I had taken lunch.
5. She said to me, "Can you do it?"  
She asked me if I could do it.
6. He said to me, "What are you doing?"  
He asked me what I was doing.
7. She said to me, "How old are you?"  
She asked me how old I was.
8. He said to me, "Why do you play cricket?"  
He asked me why I played cricket.
9. She said to me, "Where do you come from?"  
She asked me where I came from.
10. I said to Ram, "Which is your pen?"  
I asked Ram which his pen was.

### 3. Imperative Sentences

Rule 1: Reporting verb is changed into -ordered, requested, advised, proposed, suggested or forbade etc.

Rule 2: Connective word 'that' is not used.

Rule 3: 'To' is used before the verb of the reported speech.

For example:

1. He said to the servant, "Open the door"  
He ordered the servant to open the door
2. My father said to me, "Study hard".  
My father advised me to study hard.
3. He said to me, "Please give me your pen."  
He requested me to give him my pen.
4. I said to him, "Let me do it".  
I requested him to let me do it.
5. I said, "Let me speak first".  
I requested to let me speak first.
6. Teacher said to students, "Do not talk."  
Teacher forbade students to talk.

#### 4. Exclamatory and Optative Sentences

- Rule 1: Reporting verb is changed into -exclaimed with joy or with sorrow or with surprise, applauded, wished, prayed etc.
- Rule 2: Words of exclamations, i.e., Hurrah, alas, ah, Oh! Etc. are removed.
- Rule 3: Mark of exclamation (!) is removed.
- Rule 4: Connective word 'that' is used.

For example

1. He said, "Alas! I am ruined."  
He exclaimed with sorrow that he was ruined.
2. My friend said, "Hurrah! I have won the match."  
My friend exclaimed with joy that he had won the match.
4. She said, "What a beautiful scenery!"  
She exclaimed with surprise that it was a very beautiful scenery.
5. The Caption said, "Bravo! Well done."  
The Caption applauded saying that they had done well.
6. He said, "Good morning, boys!"  
He wished good morning to boys.

#### Exercise

Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistake (if any).

1. (a) They / (b) said that/(c) they will go/(d) next day./ (e) No error
2. (a) They said/(b) that I / (c) shall work hard/ (d) if I want to pass./ (e) no error
3. (a) He asked her / (b) that if / (c)she was going / (d) to attend the meeting. / (e) No error
4. (a) Shweta asked Harish / (b) that what / (c) had not / (d) happened . / (e) No error
5. (a) Seema asked / (b) me / (c) what did I say / (d) about her. / (e) No error

6. (a) Teacher told to / (b) me that / (c) the sun / (d) is the nearest star to the earth / (e) No error.
7. (a) The Judge /(b) asked Ravi/ (c) if he knew the/(d) thief or not / (e) No error.
8. (a) Ramesh was telling that /(b) everyone was / (c) satisfied with/ (d) the incentive. / (e) No error.
9. (a) My teacher said/(b) that a bird in hand/(c) is worth two/(d) in the bush./ (e) No error.
10. (a) She ordered/ (b) her son shut/ (c) the door and/(d) close the window./ (e) No error.
11. (a) The police asked/ (b) the little boy if /(c) he knows the who/(d) killed his mother./ (e) No error
12. (a) My father allowed/ (b) me to/(c) do whatever /(d) I want./ (e) No error.
13. (a) The mother forbade/ (b) his son not to/(c) go outside / (d) after the dark./ (e) No error.
14. (a) She exclaimed with/ (b) sorrow that her mother/(c) died just two/ (d) months before./ (e) No error.
15. (a) He requested his father/(b) to take him to/(c) the doctor as he/ (d) has very high fever./ (e) No error.
16. (a) When my teacher said that/(b) she was coming to see me the next week/(c) I wondered what problems/(d) she will have with me. / (e) No error.
17. (a) She suggested that/ (b) I should stay at/(c) home if it rained but I do not /(d) give any answer/ (e) No error.
18. (a) He asked his son why had he /(b) gone to school when/(c) he knew that there would be fewer/(d) buses on road that day/ (e) No error.
19. (a) She said that you/(b) studied hard so/(c) that you may get/(d) good marks. / (e) No error
20. (a) She said that she/(b) was going to temple and /(c) wanted to know that/(d) I could accompany her. / (e) No error.

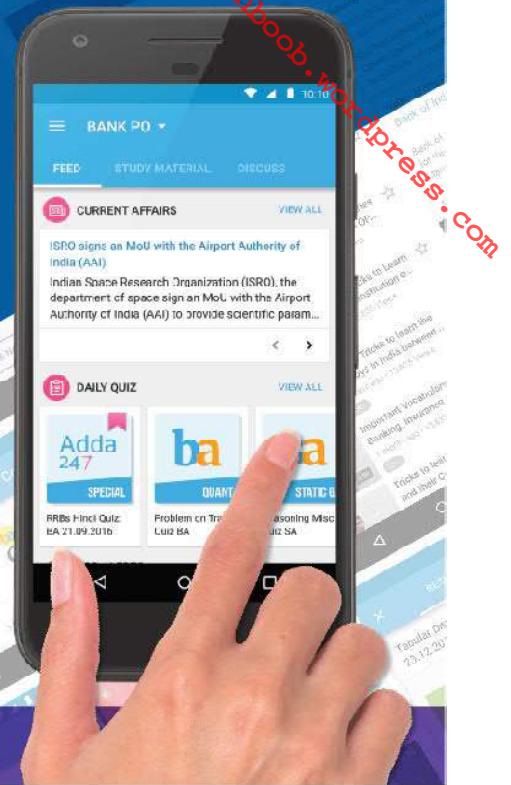


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## Solutions

1. (c); 'Would' should be used in place of 'will'. Since, Repotting verb in past, hence, the reported speech should also be in past.
2. (c); 'Should' and 'wanted' should be used in place of 'shall' and 'want'. Since, Repotting verb in past, hence, the reported speech should also be in past.
3. (b); 'That' should not be used here, since when an interrogative sentence is reposted, then, conjunctions 'if/whether' is used.
4. (b); 'that' should not be used here, since, when an interrogative sentence starting with 'wh' family is reported, then, no conjunction is used.
5. (c); 'I said' should be used in place of 'did I say'. Because, an interrogative form is not used in reported speech.
6. (a); 'to' should not be used here. Since, a reporting verb (said/told) is not followed by 'to'.
7. (c); 'whether' should be used in place of 'if'. Since 'whether \_\_\_\_\_ or' is the correct correlative.
8. (a); 'telling' should be followed by an object
9. (e); No error.
10. (b); Servant should be followed by 'to'. Since, when an imperative sentence is reported, then, conjunction to is used.
11. (c); 'knows' should be replaced with 'knew'. Since in reported speech ' $V_2$ ' (knew) is used and not  $V_1$  (knows).
12. (d); 'Wanted' should be used in place of 'want' since past form of verb should be used in reported speech is reporting verb is in past.
13. (b); 'not' should not be used here. Since, 'forbid' mean 'order someone not do something'. Hence 'not' is superfluous here.
14. (c); 'Had' should be added before 'died'. Since, 'Simple Past Tense' changes into 'Past Perfect Tense' in indirect speech.
15. (d); 'had' should be used in place of 'has'. Since, 'Simple Present Tense' Changes into 'Simple past Tense' Indirect Narration.

16. (d); 'would' should be used in place of 'will'. Since in indirect speech, 'would/should' is used in place of 'will/shall'.
17. (c); 'did not' should be used in place of 'does not'. Since, Simple present Tense changes into Simple Past Tense.
18. (a); 'I had' should be used in place of 'had I'. Since, a sentence is reported in assertive form and not in interrogative form.
19. (c); 'might' should be used in place of 'may'. See Rule-4 (rules for change of helping verb)
20. (c); 'That' should be changed into 'if' see question -3 for explanation.

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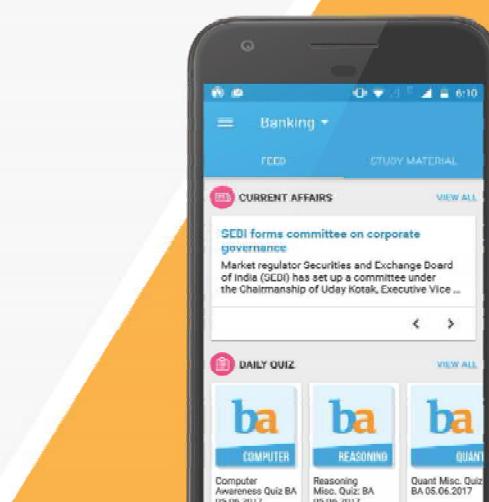


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# Bank English Language

*Chapter*

4

Subject Verb Agreement



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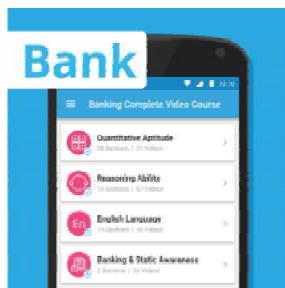


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# Subject Verb Agreement

In English, the basic structure of a sentence is as follows:

'Subject + Verb + Object'

Now, for a sentence to be grammatically correct, the verb must agree with the subject. In other words, the verb used must be in accordance with the person and number of subject.

For example, look at the following sentence

- (a) Shivam writes a letter (Singular verb is used with singular Subject)
- (b) They write a letter (Plural verb used with Plural subject)

In order to attain grammatical accuracy some rules must be followed which are as follows

**Rule 1:** If two subjects are joined by 'and' and they denote two separate entities or ideas, plural verb will be used

- For Ex- (a) Ravi and Rakesh are playing.
- (b) You and Amit are late today.

**Rule 2:** If two (or more) nouns or adjectives are joined by 'and' but they denote a single person/thing idea, singular verb is used.

- For Ex- (a) This black and white tie is mine.
- (b) Bread and butter, is my favourite breakfast.
- (c) Slow and steady, wins the race

**Rule 3:** If the subjects are joined by expressions like "alongwith, with, as well as, In addition to, besides, nothing, unlike, like, no less than, etc" the verb that follows agrees with the first subject

- For Ex- (a) Rohan as well as his friends is playing.
- (b) They along with their teacher are going on vacations.

**Rule 4:** If two subjects are joined by "either.....or, neither.....nor, nor, or, not only.....but also" the verb agrees with the subject nearest to it.

- For Ex- (a) Neither Ram nor Rohan is coming today.
- (b) Not only Shyam but also his parents were present in the wedding.

Rule 5: "Neither of, either of, none of" etc. are followed by plural noun and singular verb.

For Ex- (a) Neither of these two girls is clever.

(b) Either of you was absent from the class.

Rule 6: Sometimes words like "Somebody, Everybody, each, nobody, anybody, everyone, everybody, nothing, every, anything" are used as subjects. In such case singular verb agrees with them.

For Ex- (a) Nobody knows about the future.

(b) Nothing is impossible if you have determination.

(c) Each boy is good in Maths.

Rule 7: If following expressions are followed by uncountable noun. We use singular verb with them.

"Most of, Half of, some of, enough of, plenty of, a lot of"

For Ex- (a) Some milk is needed.

(b) Most of the work has been done.

Rule 8: Similarly if following expressions are followed by countable noun we use plural verb with them.

"Most of/Half of, some of, enough of, plenty of, a lot of"

For Ex- (a) Some questions are difficult.

(b) Most of the boys were absent.

Rule 9: "More than one" is followed by singular countable noun and singular verb.

For Ex- (a) More than one boy was absent.

(b) More than one man was against the proposal.

⇒ But, "More than two/three/four" is followed by plural noun and plural verb.

For Ex- (a) More than two boys were absent.

(b) More than ten houses were damaged in the flood.

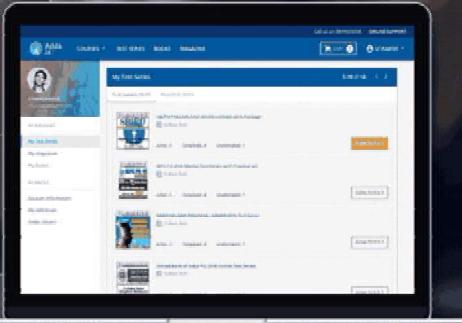
⇒ Similarly, sentences with following structure use plural verb.

For Ex- (a) More teachers than one are present.

(b) More books than one are new.

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**Rule 10:** Following expression are followed by plural noun and plural verb.

"A large number of, A number of, A great number of, large number of"

For Ex- (a) A large number of cows are grazing in the field.

(b) A number of boys are playing cricket.

⇒ But, 'the number of' is always followed by singular verb

For Ex- (a) The number of children is twenty.

(b) The number of passenger in Metro is increasing.

**Rule 11:** We use plural subject and Plural verb with the following:

"Many, A great many, A good many, Many of, A great many of, A good many of, both, several, various, Both of, Several of, various of, few, a few, very few, few of, a few of, very few of"

For Ex- (a) Many boy are absent today.

(b) A great many actors are coming.

(c) Many of the girls are taking part in the contest.

(d) Very few students are hard working.

⇒ But, 'many a' is followed by singular noun and singular verb.

For Ex- (a) Many a boy has come for the class.

(b) Many a car has been stolen.

**Rule 12:** If we use 'the' before any adjective, then 'Plural verb' is used i.e. The weak, The rich, The poor, The honest, The injured, The dumb, The French, etc. are all used as plural subject.

For Ex- (a) The poor are generally hardworking.

(b) The rich are not always happy.

**Rule 13:** If 'Nothing but/Everything but' is followed by uncountable noun or countable noun, singular verb is used.

For Ex- (a) Nothing but milk is sold.

(b) Nothing but birds was seen.

(c) Everything but books is sold.

Rule 14: 'One of the' is always followed by Plural noun and is agreed with singular verb.

For Ex- (a) One of the boys was playing chess  
 (b) One of the girls is crying.

Rule 15: If there is any definite unit/distance/height, etc. followed by the construction: Numeral + Plural Noun, then the verb is always singular.

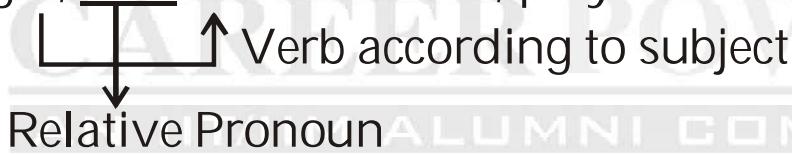
For Ex- (a) Ten thousand rupees is a good amount.  
 (b) Twenty tons of rice is enough for us.

⇒ But, if it refers to different units in the construction of Numerical Adjective + Plural Noun, then it takes a Plural verb.

For Ex- Twelve hundred rupees have been spent on shopping.

Rule 16: If who/which/ that is used as a relative pronoun, then the verb that follows depends on the antecedent.

For eg. I, who am a cricketer, play here.



The man who was sitting there, is my father.

Rule 17: With expression like if/as if/ as though/ I wish etc only 'were' form of 'to be' is used

For Ex- (a) I wish, I were the President of India.  
 (b) If I were you, I would have finished the work.

Rule 18: If an article is placed before two nouns, it means the person/ thing is the same for which two nouns are used.

For Ex- Mr. Sharma, The chairman and Managing Director of the company, has arrived.

Here single article (the) is placed before chairman and Managing Director. It means that Mr. Sharma is both the chairman and M.D. of the company

⇒ But if an article is used before every noun. Then the nouns refer to different persons.

For Ex- The director and the producer have come.

Rule 19: 'All' can be used in both 'countable' and 'uncountable'. When used as uncountable, we use singular verb and when used as countable, it takes plural verb.

For Ex- (a) All is good now a days.

(b) Here all is uncountable, Hence verb is singular.

(c) All have gone to Mumbai.

Here all is countable, hence verb is plural

Rule 20: Whenever 'Amount of/ Quantity of' is followed by an uncountable noun, singular verb follows

For Ex- The amount of milk is sufficient.

Rule 21: Some nouns exist only in plural form. Such nouns are: Scissors, tongs, pliers, trousers, Pants, Pajamas, Shorts, Sunglasses, gallows, riches, savings, congratulations, regards, alms, wages, belongings, troops, tactics, etc.

The verb that follows the nouns given above is always plural.

For Ex- (a) Where are my pants?

(b) His new sunglasses are quite expensive.

Rule 22: Some nouns like Scenery, Poetry, Furniture, Hair, Business, Mischief, Information, Luggage, Work, Traffic, Stationery, Equipment, Evidence, Electricity, Behaviour, crockery, etc. are uncountable. Hence, Singular verb is used with them.

For Ex- (a) The scenery of Switzerland mesmerises everyone.

(b) The furniture that I bought yesterday is really comfortable.

Rule 23: Some nouns like Economics, ethics, mathematics, rickets, etc. are plural in form but Singular in meaning. Hence, they take Singular verb.

For Ex- (a) Economics is an easy Subject.

(b) Politics is a dirty game.

But, if the above plural looking subjects are particularised or possessed, they become plural nouns and the verb that follows is also plural.

For Ex- Politics is a dirty game.

Since the above statement describes politics in a general form. Therefore the verb (is) that follows is also singular.

⇒ Now, look at the following sentence:

Politics of our Country are dirty.

Here, 'Politics' has been particularised. Hence, plural verb has been used.

**Rule 24:** Similarly, there are some nouns, like

Cattle, cavalry, infantry, children, gentry etc. that are singular in form but plural in meaning. Hence they take plural verb.

For Ex- Cattle are grazing in the field.

**Rule 25:** Collective nouns always take 'singular verb'.

For Ex- (a) The pride of lions is hunting.

(b) This bundle of sticks is heavy.

### Exercise

Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistakes (if any).

1. (a) Neither of them/ (b) are going/(c) to take/(d) the exam on 4<sup>th</sup> March./ (e) No error.
2. (a) She walked ten miles / (b) which are really a great distance/(c) for a woman like her / (d) who is not only old but also injured./ (e) No error.
3. (a) Either my father/(b) or my mother / (c) are going /(d) to attend my cousin's wedding./ (e) No error.
4. (a) The rise and fall/ (b) of the share prices/(c) are due to /(d) policy paralyses on management's part./ (e) No error.
5. (a) Many a /(b)men have/(c) succumbed to/ (d) this temptation./ (e) No error.
6. (a) The invention of AC, T.V/(b)and such other appliances/(c) have not been without /(d) some effect./ (e) No error.
7. (a) Each of the students/ (b) in the science class has/(c) to prepare their/(d) own research paper this semester./ (e) No error.

8. (a) Everyone of the novels/ (b)you suggested / (c) are not/(d) worth reading./ (e) No error.
9. (a) There is/(b)only one of his/(c) movies, that/(d) are interesting./ (e) No error.
10. (a) Knowledge of/(b)at least two subjects/(c) are required to/(d) pass the examination./ (e) No error.
11. (a) It is I/(b) who is/(c) to blame/(d) for these complications./ (e) No error.
12. (a)Patience as well as perseverance /(b) are necessary/(c) for success./ (d) in life. / (e) No error.
13. (a)In Canada/(b)My brother with his wife/(c) were present/ (d) at the function./ (e) No error.
14. (a)A hot and/(b)a cold spring/(c) is found /(d) near each other./ (e) No error.
15. (a)Neither of the/(b) paths/(c) lead/(d) to the school./ (e) No error.
16. (a)One of my ambitions/(b) are to become/(c) a cricketer/(d) one day./ (e) No error.
17. (a)The whole block of flats/(b) including two clinics/ (c) were destroyed/(d) in earthquake./ (e) No error.
18. (a)Due to absence of any witness or evidence/(b)Neither of the/(c) five accused (d) could be convicted./ (e) No error.
19. (a)The effect of all/ (b) the difficulties, vexations and anxieties/(c) were clearly visible /(d) on her face./ (e) No error.
20. (a)Everything/(b) it must be admitted/(c) has their /(d) pros and cons./ (e) No error.
21. (a)Every man in the world/(b) fervently hopes that their son/(c) will be a humble and kind man/(d) when he grows up./ (e) No error.
22. (a)Neither of them/(b) sent their quotations/(c) in time for/(d) the last project./ (e) No error.
23. (a)This is a strange world/(b) where each one / (c) pursue their own dreams/(d) and laughs at others for doing the same./ (e) No error.

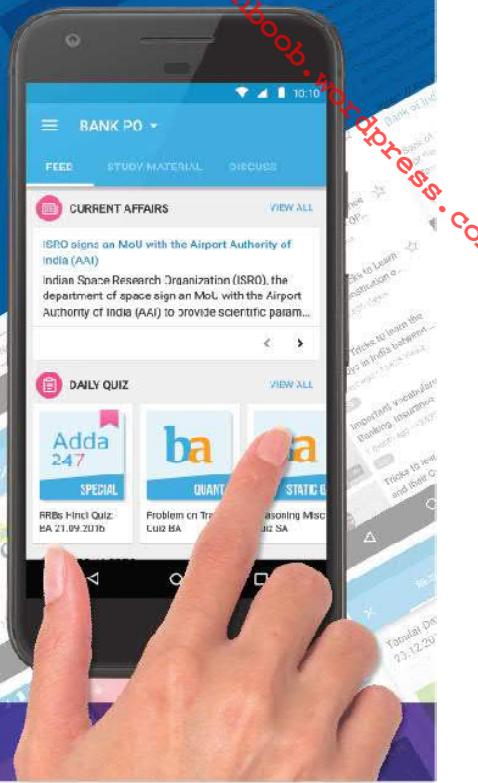


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24. (a) A rise in/ (b) prices of metals and cars/(c) have been found/(d) to go together/(e) No error.
25. (a) Kashmir is one of those few/ (b) place which provides/(c) a delightful escape from/(d) the strenuous life./ (e) No error.
26. (a) One of the peculiarities/ (b) which distinguishes/(c) the present generation is/(d) its passion for achieving success./ (e) No error.
27. (a) Neither of them are /(b) going to have/(c) any problem as far as/(d) working in shifts is concerned/(e) No error.
28. (a) If Martin Luther King/(b) was alive, he would feel sorry/(c) for the destitute who/(d) still struggle everyday to make both ends meet./ (e) No error.
29. (a) With regard to implementation of the/(b) the new laws passed in the parliament,/(c) the committee was divided/(d) in their opinion./ (e) No error.
30. (a) Most of the funds/(b) we get from/(c) the centre is used to/(d) build roads, bridges and infrastructure./ (e) No error.
31. (a) He immediately quit/(b) the course in which the enhancement of/(c) neither growth nor placements/(d) were expected./ (e) No error.
32. (a) The sort of knowledge you acquire/ (b) depend upon the company you are in/(c) and so you associate/ (d) yourselves with sagacious and good natured people./ (e) No error.
33. (a) He is/(b) one of the most intelligent/(c) boy in/(d) the school./ (e) No error.
34. (a) That day when they/(b) brought him back, / (c) there was many old-timers/(d) who were shocked and fearful./ (e) No error.
35. (a) I know that / (b) many a girl/(c) have not done their/(d) homework properly./ (e) No error.
36. (a) Two miles beyond/(b) that building/(c) was seen/(d) thousands of protesters. (e) No error.
37. (a) A body of volunteers/(b) are responsible for / (c) making this political rally/ (d) a great success./ (e) No error.

38. (a) There appears to be/ (b) large number of pathogens/(c) which have affected/(d) the immune system of the patient./ (e) No errors.
39. (a) Measles are a disease/(b) in which a person develops/lots of inflamed spots round the face. (e) No error.
40. (a) Whether he should go for MBA/(b) or whether he / (c) should become a CA/(d) are his personal choice./ (e) No error.
41. (a) Many a/(b) men attended/(c) the party/(d) last month./ (e) No error.
42. (a) The perquisites/ (b) to the government jobs/(c) makes them even more attractive/(d) than the salary indicated./ (e) No error.
43. (a) Neither you/(b) nor she/(c) is /(d) happy./ (e) No error.
44. (a) Rahul as well as/(b) his Parents/(c) have gone/(d) for the party. / (e) No error.
45. (a) Bread and Butter/(b) are/(c) my favorite/(d) breakfast meal. / (e) No error.
46. (a) Neither tea/(b) nor coffee nor sweets/(c) nor milk nor milkshake/ (d) is liked by me. / (e) No error.
47. (a) Sachin Tendulkar is one of those/(b) sportsperson who is/(c) regarded all / (d) over the world. / (e) No error.
48. (a) I wish/(b) I was/(c) the President/(d) of India. / (e) No error.
49. (a) Each of the/(b) boys have/(c) passed the/(d) entrance test. / (e) No error.
50. (a) The request for reservation/(b) of the various minority communities/(c) were supported / (d) by a vast majority. / (e) No error.

## Solutions

- (b); 'is' should be used in place of 'are'. Since, the 'noun' following 'neither' is plural, but the verb following the 'noun' should be singular.
- (b); 'is' should be used in place of 'are'. Since ten miles is singular here (as it has been taken as a singular unit).

3. (c); 'is' should be used in place of 'are'. Since the verb used after 'either-or' / 'neither-nor' must agree with the nearest subject.
4. (c); 'is' should be used in place of 'are'. Since, 'The Rise and fall' denotes a singular subject.
5. (b); 'man' should be used in place of 'men' and 'has' should be used in place of 'have'. Since, 'Many a' is followed by a singular noun and singular verb.
6. (c); 'has' should be used in place of 'have'. Since 'invention' is a singular subject.
7. (c); 'his' should be used in place of 'their'. Since 'every/one/each etc. of' is followed by a plural noun/pronoun but the verb as well as the pronoun used in remaining sentence is always singular.
8. (c); 'is' should be used in place of 'are'. Since 'Everyone' denotes a singular subject, hence, the verb which follows 'it' should also be singular.
9. (d); 'is' should be used in place of 'are' since 'one of' is a singular subject.
10. (c); 'is' should be used in place of 'are' since, 'knowledge' is the main subject of this sentence. Hence, singular verb should be used.
11. (b); 'am' should be used in place of 'is'. Since, when the subject and the verb are joined by a relative pronoun, the verb used should agree with the antecedent to the relative pronoun.
12. (b); 'is' should be used in place of 'are'. Since, when two subjects are joined by as well as, with, etc then the verb that follows should be in accordance with the former subject.
13. (c); 'Was' should be used in place of 'were' for explanation Refer to question -12.
14. (c); 'are' should be used in place of 'is' since, when two subjects are joined by 'and' and each subject is preceded by an article, then plural verb is used.
15. (c); 'leads' should be used in place of 'lead' for explanation refer to question-1.

16. (b); 'is' should be used in place of 'are'. For explanation refer to question -7.
17. (c); 'was' should be used in place of 'were' since the main subject (block) of the given sentence is singular. Hence, verb used should also be singular.
18. (b); 'None of' should be used in place of 'neither of' since, 'neither of' is used for 'two' whereas, none of' is used for more than two'.
19. (c); 'was' should be used in place of 'were'. Since, the main subject of the given subject is 'effect', which is singular. Hence, the verb which is used should also be singular.
20. (c); 'its' should be used in place of 'their'. Since 'everything' is a singular subject hence singular pronoun should be used.
21. (b); 'Every man' is singular and hence, singular verb and singular pronoun should be used. Hence, 'his' should be used in place of 'their'.
22. (b); 'his' should be used in place of 'their'. Since, 'neither of' is always followed by a plural noun/pronoun but the verb/pronoun used in the latter part of the sentence should be singular.
23. (c); 'pursues his' should be used in place of 'peruse their' since each one is singular subject, hence, 'singular verb and singular pronoun' should be used.
24. (c); 'has' should be used in place of 'have'. Since, the main subject of this sentence is 'rise'. Hence, singular verb should be used.
25. (b); 'one of' is followed by a 'plural noun' Hence 'places' should be used in place of 'place'. Now again the verb followed by relative pronoun must agree with the relative pronoun's antecedent (here, places). Hence, 'provide' should be used in place of 'provides'.
26. (b); 'distinguish' should be used in place of 'distinguishes'. (for explanation, refer to question 25).
27. (a); 'is' should be used in place of 'are' for explanation refer to question – 22.

28. (b); 'were' should be used in place of 'was' since, in imaginary sentences, 'were' form of 'be' is used.
29. (c); 'were' should be used in place of 'was'. Since, when the members of collective noun act individually, then the collective noun is used as a plural subject and is followed by plural verbs and plural pronoun.
30. (c); 'are' should be used in place of 'is', since 'funds' is the main subject of the given sentence. Hence verb used should agree with the subject.
31. (d); 'was' should be used in place of 'were'. Since, the subject in the given sentence is 'enhancement' (which is singular). Hence, verb used should also be singular in order to agree with the subject.
32. (b); 'depends' should be used in place of 'depend' since, 'sort of \_\_\_\_\_' is singular. Hence, singular verb should be used.
33. (c); 'boys' should be used in place of 'boy'. Since 'one of \_\_\_\_\_' is followed by plural noun/pronoun.
34. (c); 'were' should be used in place of 'was'. Since, here verb must agree with first timers'.
35. (c); 'has' should be used in place of 'have' and 'her' should be used in place of 'their'. Since 'many a' is followed by a singular noun/pronoun/verb.
36. (c); 'were' should be used in place of 'was'. since 'thousands of protesters' is the main subject of the given sentence, hence plural verb should be used.
37. (b); 'is' should be used in place of 'are'. Since collective noun like 'body', 'team', 'group', 'class', etc. are used as singular subjects and hence, singular verb should be used with them.
38. (a); 'appear' should be used in place 'appears' since 'large number of pathogens' is the main subject in this sentence, which is plural, hence, plural verb should be used.
39. (a); 'measles' plural in form but singular in meaning. Thus, singular verb 'is' should be used place of 'are'.

40. (d); 'is' should be used in place of 'are'.
41. (b); 'many a' is always followed by a singular noun and singular verb. Hence 'man' should be used in place of 'men'.
42. (c); 'make' should be used in place of 'makes'. Since words like perquisites, scissors, tongs, trousers, etc. are used as plural subject. Hence plural verb should be used with it.
43. (e); No error.
44. (c); 'Has' should be used in place of 'have' for explanation refer to question-12.
45. (b); 'is' should be used in place of 'are'. Since, 'bread and butter' denotes a singular subject. Hence, singular verb should be used.
46. (e); No error. We can use more than one 'or' and 'nor' after 'either' and 'neither' respectively.
47. (b); 'sport-persons' should be used in place of 'sports person' and 'are' should be used in place of 'is'. For explanation, refer to Question-25.
48. (b); 'were' should be used in place of 'was' since, in imaginary sentences, 'were' form of 'be' is used.
49. (b); 'has' should be used in place of 'have'. Since, 'each of' is followed by a 'plural noun', but, singular pronoun and singular verb is used in the latter part of the sentence.
50. (c); 'was' should be used in place of 'were' since, 'request' (which is singular), is the main subject here, hence singular form of verb should be used.

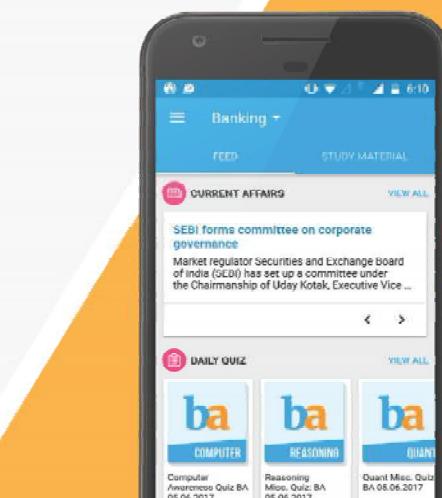
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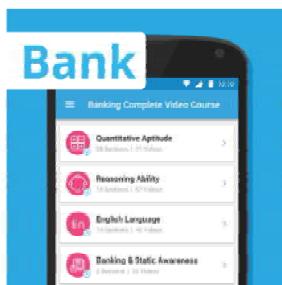
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Chapter

**5**

# Articles

An article is a word or a letter which is often used before a noun and tells about the certainty of that noun.

There are two types of articles:

- (i) Indefinite Article (A/An)
- (ii) Definite Articles (The)

Articles can be used before noun, but not all nouns are used with articles. Therefore, it becomes necessary to understand the correct usage of articles.

## I. Indefinite Articles (A, AN)

Indefinite Articles are used to introduce new concepts (noun phrase) into a discourse.

These articles are called indefinite because their usage implies that the thing, which is being referred to is nonspecific.

For Ex – He caught a bird. (any bird).

Note: Indefinite articles are generally used before "Countable Singular Nouns"

For Ex – This is an apple, This is a car, She is a teacher.

**Uses of Indefinite Articles.**

**Usage of 'A'**

1. If the first letter of a countable singular common noun is 'Consonant', 'A' is used before it.

For Ex – (a) Rajeev has bought a new car  
 (b) I have caught a fish

2. 'A' is used with a singular countable common noun when the noun denotes a complete class of things/Persons/Animals etc.

For Ex – A dog has four legs.

In the above sentence, 'A' has been used before 'dog' because we are talking about a complete class of dogs.

3. 'A' is used before a Profession, rank, title, religion, nationality, etc.  
 For Ex – A teacher, A Japanese, A Hindu.
4. 'A' is used before singular countable nouns and after 'what' and 'How', in exclamatory sentences.  
 For Ex – (a) What a beautiful painting!  
                  (b) What a great match it was!
5. 'A' is used before an indefinite collective noun.  
 For Ex – A team of cricket players, A bundle of money
6. 'A' is used to express the rate.  
 For Ex – Ten rupees a kilo, Fifty words a minute.  
 Note: we can also use 'per' in the place of 'a' in the above expressions.  
 Ten Rupees per kilo, Fifty words per minute
7. We use 'A' before an adjective, when the adjective is followed by a singular noun.  
 For Ex – (a) Madhuri is a good dancer.  
                  (b) Lata is a melodious singer.
8. When a verb is used as a noun, we use 'a' before that verb:  
 For Ex – (a) I'll take a bath in the morning.  
                  (b) They have gone for a walk.
9. If 'a' is used before a plural number, the forthcoming noun becomes singular.  
 For Ex – (a) Five days match → a five day match.  
                  (b) Ten days trip → a ten day trip.
10. If 'such, quite, how, rather, etc' are placed before a noun, 'a' is used before that noun.  
 For Ex – (a) I have never driven such a car in my life.  
                  (b) Ram is quite a brilliant boy.
11. If words like 'Noise, lie, hole, headache, etc' are used in singular sense, then we use 'a' before them.  
 For Ex – (a) I have a headache today.  
                  (b) He never tells a lie.

12. A is used before some indefinite numbers:

For Ex – A lot of books, A great many actors, A number of questions.

Usage of 'AN'

1. If the first letter of a countable singular noun is a vowel, then 'An' is used before it.

For Ex – (a) He is an astronaut.  
(b) He ate an apple.

2. We use 'An' before some abbreviations which start with 'H, L, M, N, F, R, S, X, etc.'

For Ex – (a) He is an MLA.  
(b) She works for an N.G.O.

**Note:** We can use 'an' in the place of 'a' whenever the indefinite article is followed by a noun, which starts with a 'vowel sound'.

**Note:** Indefinite articles ('A'/'An') Are used on the basis of the 'initial sound' of a noun and not on the first letter of the same, because usage of 'A/An' depends on the initial sound of the noun and not on its spelling.

For Ex – We write ⇒ 'An honest man' (not 'A honest man')  
⇒ 'An hour ago', (not 'a hour ago')

Similarly, we write: A union. (not 'an union')  
A European (not 'an European')

The Omissions of Indefinite Articles (An/An)

1. Indefinite Articles are not used with a 'Plural Noun'

For Ex – A cars are parked (wrong)  
Cars are parked (correct)

2. Indefinite Articles are not used before the name of "meals", "Sports", Subjects', 'language', etc.

For Ex – (a) Harsh was absent from a dinner (wrong)  
Harsh was absent from dinner (correct)

- (b) I am playing a Tennis (wrong)  
I am playing Tennis (Correct)
- (c) She is teaching a Hindi right now. (wrong)  
She is teaching Hindi right now. (correct)

3. Indefinite articles are not used before material noun.

- For Ex – (a) It is a gold (wrong)  
It is gold. (correct)
- (b) That statue is made up on an Iron. (wrong)  
That statue is made up of Iron. (correct)

4. Indefinite Article are not used two times for the same noun in the same sentence.

- For Ex – (a) Priya is a singer and a dancer. (wrong)  
Priya is a singer and dancer. (correct)
- (b) India is a great and a beautiful country (wrong)  
India is a great and beautiful country (correct)

## II. DEFINITE ARTICLE (THE)

Definite Article (the) is used when the noun with which it is used is a particular one, which is identifiable to the listener. It may also be used for a noun that has already been mentioned or is uniquely specified.

For Ex – "This is the boy who played cricket."

In the above sentence, the boy has been specified to be the one 'Who played cricket'.

Note: Unlike indefinite articles, the definite article can be placed before both singular and plural nouns.

- For Ex – (a) She called the doctor.  
(b) One of the boys is absent.

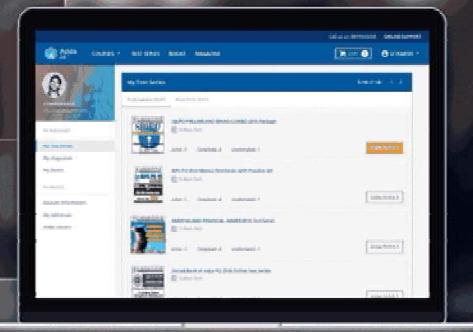
### Uses of Definite Article (The)

1. Definite article (The) is used before a noun if it is followed by a relative pronoun stressly.

- For Ex – (a) He is the boy who plays Guitar.  
(b) She is the girl who plays Tennis.  
(c) This is the dog which I bought.

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2. Definite article (The) is used before the name of commission, Rivers, Seas, Gulfs, Deserts, Direction, Canals, historical caste, Name of titles and posts, buildings and monuments, Religious books, Community, Holy Scriptures, etc.

For Ex – The Ganga, The Arabian Gulf, The Pacific Ocean, The Mahabharata, The Gita, The East, The Sun, The Taj Mahal, The Brahmin, The Iron Man, The Father of the Nation.

3. 'The' is used before an adjective if that adjective is followed by proper noun.

For Ex – Yesterday, I met the great Sachin Tendulkar.

4. 'The' is used before common noun whenever it is used as adjective.

For Ex – When Sonam saw a hungry girl crying, the mother came in her.

5. 'The' is used whenever two proper nouns are compared.

For Ex – Prabhu Deva is the Michael Jackson of India.

6. 'The' is always used before "Superlative degree"

For Ex – (a) Shyam is the fattest boy of his class.  
 (b) Rahul is the best player of his team.

7. If comparative Degree is used for two, or, it is used in parallel, then the Definite Article (The) is used before it.

For Ex – (a) The more you sweat in peace, the less you bleed in war  
 (b) Rajesh is the taller of the two sons

8. We use Definite article (The) before ordinals.

For Ex – The latter, The former, The first, The last.

9. The is used before the word 'Space' only when it means 'room'

For Ex – We all tried to get into his car but the space was not enough.

### The omissions of definite Article

1. Definite Article (The) is not used before the name of language and sports.

For Ex – (a) The Hindi is our national language. (Wrong)  
 Hindi is our national language (correct)  
 (b) The Hockey is my favourite sport. (Wrong)  
 Hockey is my favourite sport. (Correct)

2. Definite Article is not used before the name of day, month, parts of day.
- For Ex – (a) The Monday is the first day. (Wrong)  
Monday is the first day. (Correct)
- (b) The December is the last month. (Wrong)  
December is the last month.
3. 'The' is not used before the name of meals
- For Ex – The breakfast was very delicious. (Wrong)  
Breakfast was very delicious. (Correct)
4. Definite article (The) is not used before these words.  
"Life, money, Pride, God, Love, Society, Parliament, Death" and name of subjects.
- For Ex – (a) The love is as important as the air we breathe. (Wrong)  
Love is as important as the air we breathe (Correct)
- (b) The mathematics is an interesting subject (wrong)  
Mathematics is an interesting subject. (Correct)
- ⇒ But, if the words given above are particularised or if the name of the subjects is particularised, we use definite article before them.
- For Ex – (a) The love of mother is incomparable. (Correct)  
(b) The Mathematics of Priya are good. (Correct)
5. Define article should not be used before these places if we go there for the primary purpose.  
"Church, Mosque, Temple, School, College, Court, Prison, Hospital, Library, University, Jail (as accused)."
- For Ex – (a) I went to the temple to worship. (Wrong)  
I went to temple to worship. (Correct)
- (b) I went to the temple to attend a marriage. (Correct)
- In the above sentences, we did not use 'The' with 'Temple' as long as the purpose of our visit was primary. (ie, to worship) But, as soon as the purpose of visit changed from primary to something else (ie. From worship to marriage). The use of definite article (ie. The) becomes 'legit'.

6. Definite Article does not come before 'Northern', 'Southern', 'Eastern', 'Western' and 'directions' when we use them as adjective
- For Ex – (a) He is going towards Northern India.  
 (b) Rajasthan is in western India.

### Exercise

Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistakes (if any).

1. (a) It is only after/(b) the movie is over/ (c) that people realize/(d) how good or bad it was/ (e) No error.
2. (a) Of the two/(b) cars, this/(c) is definitely/(d) better./ (e) No error.
3. (a) Rajeev is unfortunate enough/(b) to lose/(c) few friends he made/(d) during his stay at Delhi./ (e) No error.
4. (a) There were a number/(b) of pretty girls in the party/(c) but it was Neelam/(d) who remained a centre of attraction./ (e) No error.
5. (a) I have been / (b) informed that/(c) Dr Sharma visits Mumbai/ (d) the following week./ (e) No error.
6. (a) He is / (b) the best singer/(c) of the time but unfortunately/(d) least recognized / (e) No error.
7. (a) Raju said that he felt ecstatic/(b) because a friend of his/(c) had given him/(d) a very good news./ (e) No error.
8. (a) I don't like/ (b) that kind of a man/(c) who does nothing but/(d) find out faults in others. / (e) No error.
9. (a) Little knowledge/(b) of art that she possessed/(c) proved to be a boon for her/ (d) when she was utterly helpless./ (e) No error.
10. (a) Don't talk to her/(b) she always/(c) remains in temper/(d) these days./ (e) No error.
11. (a) She boasts of/(b) having good knowledge/(c) of Physics but everybody/(d) knows how far she is good at it./ (e) No error.

12. (a) It was/(b) by a mistake/(c) that she caught/(d) his hand./ (e) No error.
13. (a) The order of/(b) the commander/(c) may put the lives of/(d) many soldiers in a danger./No error.
14. (a) She Inspired me/(b) to take the heart/(c) in all adverse situations/ (d) and deserve to be called a real hero./ (e) No error.
15. (a) The most happy/(b) marriage would be/(c) a union of a deaf/(e) man to a blind woman. / (e) No error.
16. (a) Sam suggested to/ (b) his siblings that they should/(c) go to the school regularly/(d) and do their home work sincerely./ (e) No error.
17. (a) Her father/(b) forbade her to go/(c) to circus / (d) late at night./ (e) No error.
18. (a) There was little milk/(b) in the bottle and she gave it/(c) to her son when he/(d) started weeping./ (e) No error.
19. (a) In a hour's time/(b)when I had finished the work/(c) I got up and/(d) slipped out unnoticed./ (e) No error.
20. (a)People in Pakistan/(b) had become so accustomed to bomb blasts/ (c) that few of them paid any attention to the explosions/(d) which they heard this morning/(e) No error.
21. (a) One should/(b) be true to one's promises/(c) in order to earn/ (d) name and fame in the life/(e) No error.
22. (a) 'Management is science/(b) as well as an art'/(c) said the/(d) Business teacher./ (e) No error.
23. (a) It is a pity/(b) that the son of freedom fighter/(c) should indulge /(d) in stealing./ (e) No error.
24. (a) This is/(b) the most important/(c) question of this topic which you have/to prepare very carefully/No error.
25. (a) Nile is/(b) the longest / (c) river of / (d) the world./ (e) No error.
26. (a) The Ganges/(b) is for India/(c) what Amazon/(d) is for Brazil./ (e) No error
27. (a) The first Afghans/(b) to rule India/(c) in medieval times/(d) were the Lodhis./ (e) No error.

28. (a) The warden/(b) asked the boys to return/(c) to the Hostel before/(d) the sunset./ (e) No error.
29. (a) She found/(b) herself in trouble/(c) when he saw no/(d) rickshaw outside the station./ (e) No error
30. (a) She said/(b) that he did not feel/(c) any need to discuss/(d) the episode in the detail./ (e) No error.
31. (a) It is very difficult /(b) to point out the number of/(c) microbes living/(d) on the earth./ (e) No error.
32. (a) Of the two/(b) sisters she/(c) is/(d) worse./ (e) No error.
33. (a) I have been/(b) informed that Mr. Verma,/(c) the CEO and the MD /(d) will visit Mumbai the following month. / (e) No error
34. (a) I inspired him/(b) to take the action/(c) in all adverse situations/ (d) and emerge out to be a true winner./ (e) No error.
35. (a) The Indian peoples/(b) are considered/(c) very brave/(d) and honest./ (e) No error.
36. (a) He leads/(b) a very simple life/(c) so he goes to his office/(d) by a bicycle./ (e) No error.
37. (a) Thanks to an effort/(b) and persistence of the doctors the Cancer patient/(c) has been able to start /(d) a normal life again. / (e) No error.
38. (a) Naxalites /(b) kill innocent people/(c) to spread/(d) a violence./ (e) No error.
39. (a) The answer/(b) to all the sufferings/(c) of human beings /(d) lies in the science./ (e) No error.
40. (a) The man/(b) is the only creature/(c) that is endowed with/(d) the ability to think./ (e) No error.
41. (a) It is very difficult/(b) to find out the number of/(c) the creatures living /(d) on the earth./ (e) No error.
42. (a)The earthquake derailed the lives/(b) of many people but in an year/ (c) time leaving apart the victims/(d) ,no one remembered anything/(e)No error.
43. (a) Mother in him/(b) could not bear/(c) the condition of /(d) his ailing son/(e) No error.

44. (a) Let judge in you/(b) decide what/(c) punishment should be/  
(d) given to the culprit./ (e) No error.
45. (a) My teacher / (b) said that/(c) Moon is a/(d) natural satellite/ (e)  
No error.
46. (a) Most of the people/(b) of northern India/(c) do not know /(d)  
the Telugu / (e) No error.
47. (a) She went for / (b) the lunch / (c) at 1 p.m. and/(d) then returned  
(e) no error.
48. (a) Every morning/(b) the Sun/(c)sets in/(d) west/no error
49. (a) Now a days,/ (b) Kohli is/(c) best player/(b) in India/(e) No  
error.
50. (a)When I met her / (b) the couple of days/(c) back she was writing/  
(d) a new book/(e) No error.

Fill in the blanks with appropriate articles:

1. Did you bring \_\_\_\_\_ umbrella?
2. Are you looking for \_\_\_\_\_ shampoo?
3. I checked \_\_\_\_\_ mailbox again.
4. Can I have \_\_\_\_\_ spoon please?
5. I was born into \_\_\_\_\_ poor family.
6. She will come back in \_\_\_\_\_ hour.
7. Have you been to \_\_\_\_\_ Space Needle Tower in Seattle?
8. I would love to talk to one of \_\_\_\_\_ managers.
9. What \_\_\_\_\_ amazing view!
10. The helicopter landed on \_\_\_\_\_ roof of a building.
11. I want \_\_\_\_\_ apple from that basket.
12. \_\_\_\_\_ church on the corner is progressive.
13. I borrowed \_\_\_\_\_ pencil from your pile of pencils and pens.
14. One of the students said, "\_\_\_\_\_ professor is late today."
15. I bought \_\_\_\_\_ umbrella to go out in the rain.

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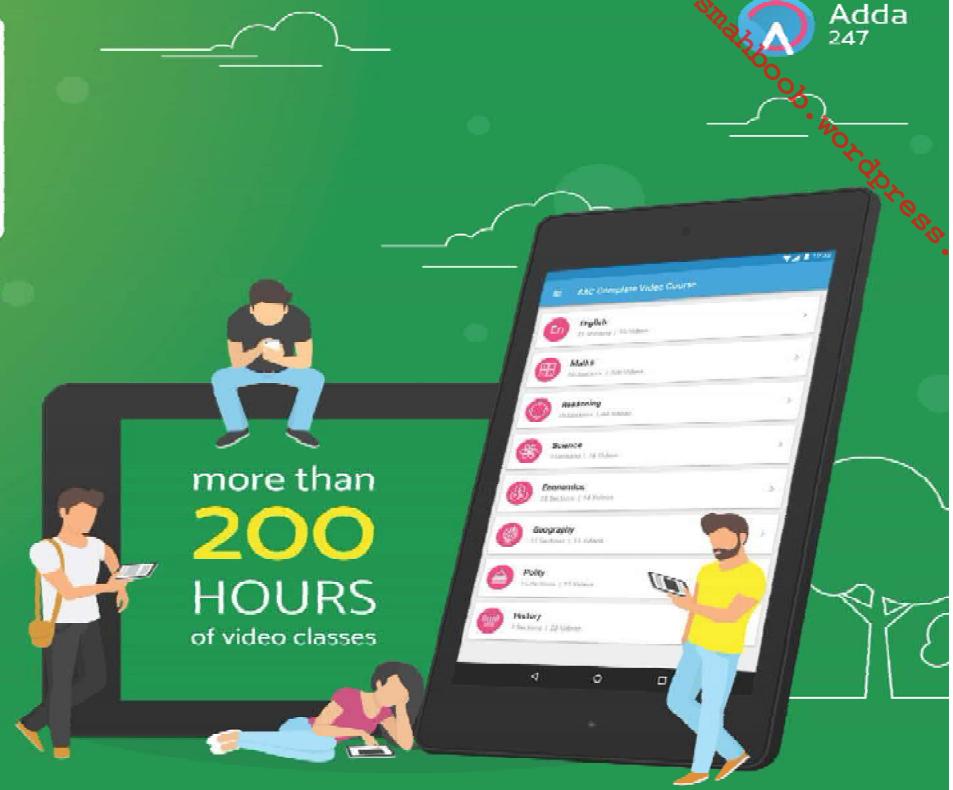


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## Solutions

1. (b); 'A movie' should be used in place of 'the movie because we are not talking about any particular movie. Hence article 'a' will be used in place of the.
2. (d); 'The better' should be used in place of 'better'. Because when a choice is to be made, we use 'the' before a comparative degree.
3. (c); 'The' should be used before few. Since, 'the few' means 'some' and 'few friends' means 'almost no friends'
4. (d); 'a centre of attraction' should be replaced with 'the centre of attraction'. Since, 'the' follows the former noun in sentence with the structure 'none + of + noun'. For eg 'The art of living.'
5. (e); No error
6. (d); 'The' should be used before 'least' since superlatives degrees are always preceded by 'the'.
7. (d); 'a' should not be used, since 'news' is an uncountable noun.
8. (b); 'a' should not be used because an 'Article' is not used with nouns followed by 'type of', 'kind of', 'sort of' etc.
9. (a); 'The' should be used before 'little'. 'The little' means 'all that is' whereas, 'little' means almost none.
10. (c); 'in a temper' should be used in place of 'in temper'. Since it is the correct phrasal use.
11. (b); 'a good knowledge' is correct phrase.
12. (b); 'By mistake' should be used instead of 'by a mistake' as it is correct idiomatic usage.
13. (d); 'in danger' is correct phrase.
14. (b); 'the' should not be used. Since 'take heart', 'take action', 'take care', etc. are correct phrases.
15. (c); 'the union' should be used in place of 'a union' for explanation refer to question - 4.
16. (c); 'the' should not be used before 'school' since, here, school is mentioned in relation to its primary motive.

17. (c); 'Go to the circus' is correct idiomatic usage.
18. (a); 'a' should be used before 'little'. 'A little' means 'some though not much' whereas 'little' means 'almost none'.
19. (a); 'an' should be used in place of 'a' since 'hour' starts with a vowel sound.
20. (e); No error.
21. (d); 'The' should not be used before 'life'. Because when 'life', 'Science', 'man', etc. are used in general sense, then, 'the' is not used before them.
22. (a); 'a' should be used before science. Since, 'Science' has not been used in general sense here. it has been used to denote a particular branch of knowledge based on scientific principles.
23. (b); 'a' should be used before 'freedom fighter' since 'freedom fighter' is a countable noun.
24. (e); No error
25. (a); 'The' should be used before 'Nile' since 'Nile' is a river.
26. (c); 'The' should be used before 'Amazon' since 'Amazon' is a river..
27. (e); No error.
28. (d); 'The' should not be used before 'sunset' since, 'the' is not used before 'dawn', 'Sunset', 'sunrise' etc.
29. (b); 'in a trouble' is correct idiomatic usage.
30. (d); 'in detail' is correct idiomatic usage.
31. (e); No error
32. (d); 'the' should be used before 'worse'. For explanation refer to question – 2.
33. (c); 'the' should not be used before 'MD' since both the posts are held by Mr. Verma.
34. (b); 'take action' is correct idiomatic usage.
35. (a); 'People' denotes people of different ethnic groups. Whereas, the word 'Indian' denotes only one group of people Hence either 'The Indians' or 'the Indian people' should be used.

36. (d); 'by bicycle' is correct idiomatic usage.
37. (a); Here the efforts of the doctors are being talked about. Hence, 'the' should be used before effort.
38. (d); 'violence' is an uncountable noun. Hence 'a' should not be used.
39. (d); 'The' is not used with the name of any subject.
40. (a); 'The' should not be used before 'man' for explanation refer to question -21
41. (c); The should not be used: for explanation refer to question – 4.
42. (b); 'Year' does not begin with vowel sound. Hence, 'a' should be used in place of 'an'.
43. (a); 'The' should be added before 'mother'. Since, the article 'the' is used before the name of a personality, whenever, we talk about a personality inside a person.
44. (a); 'The' should be added before 'Judge'. For explanation refer to question 43.
45. (c); 'The' should be added before 'moon' since 'the' is used before the name of a heavenly body.
46. (d); 'The' is not used before the names of languages.
47. (b); 'The' should not be used since the names of meals do not take any article.
48. (d); 'The' should be used before 'west' since definite article 'the' is used before the names of directions.
49. (c); 'The' should be used before best.
50. (b); 'a couple of days' is correct phrase.

Fill in the blanks with appropriate articles:

1. an; The word 'umbrella' starts with a vowel sound. Hence, the article 'an' should be used.
2. the; Here a particular shampoo is being talked about. Hence, definite article 'the' should be used.
3. the; Here a particular mailbox is being talked about. Hence, definite article 'the' should be used.

4. a; Any spoon can be referred here, hence, indefinite article should be used here. Now 'spoon' starts with a consonant sound, hence, 'a' should be used here.
5. a; Here, the family is being introduced for the first time, and no particular family has been described, hence, 'a' should be used here.
6. an; 'hour' starts with a vowel sound. Hence indefinite article 'an' should be used here. Note that the article, which should be used before a noun doesn't depend on the initial alphabet of the noun but on the initial sound of the same. For e.g. 'an' heir; 'a' university, etc..
7. the; Definite article 'the' is used before the name of a building. Hence, 'the' should be used here.
8. the; Either definite article or possessive case is used after the phrase 'one of'. Here, usage of possessive does not make any sense, hence 'the' should be used here.
9. an; The word 'amazing' starts with a vowel sound. Hence, the article 'an' should be used.
10. the; Here, the particular place of the building has been described. Hence, 'the' should be used here.
11. an; The word 'apple' starts with a vowel sound. Hence, the article 'an' should be used.
12. the; Here 'church' has not been described for its primary purpose, hence, 'the' should be used before it.
13. a; Any pencil can be referred here, hence, indefinite article should be used here. Now 'pencil' starts with a consonant sound, hence, 'a' should be used here.
14. the; Definite article is used before the name of a 'profession'. Hence, 'the' should be used here.
15. an; No particular 'umbrella' has been described here, therefore, 'indefinite article' should be used here. Again, word 'umbrella' starts with a vowel sound. Hence, the article 'an' should be used.



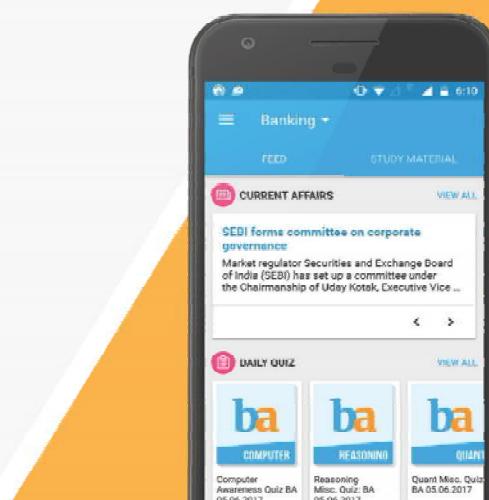
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# Bank English Language

*Chapter*

6

Noun

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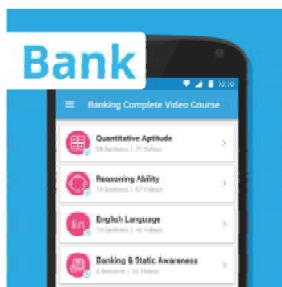


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Chapter

**6**

# Noun

Noun is the name of a person, place, thing, animal, or idea. Like Ram, happiness, chain, etc.

Noun can be classified into four groups.

Which are as follows:

- (i) Proper Noun
- (ii) Common Noun
- (iii) Collective Noun
- (iv) Material Noun

(i) Proper Noun: Proper Noun Denotes a particular person, place or thing.

For Ex – India, Calcutta, Ramesh, The Ganga, etc.

(ii) Common Noun: Common Noun is the name given in common to every person or thing of the same class or kind.

For Ex – Table, Glass, Town, King etc.

(iii) Collective Noun: Collective Noun denotes a group or collection of similar individuals considered as one complete whole.

Some of the collective nouns are given below:-

Examples of Collective Noun.

1. A band of musicians.
2. A board of directors, etc.
3. A bevy of girls, women, officers etc.
4. A bunch of grapes, keys, etc.
5. A bundle of sticks and hay.
6. A caravan of merchants, pilgrims, travellers.
7. A chain/range of mountains or hills.
8. A choir of singers.
9. A class of students.

10. A retinue of servants/ attendants.
11. A clump/ grove of trees.
12. A code of laws.
13. A cluster/ constellation/ galaxy of stars.
14. A company/ regiment/ army of soldiers.
15. A convoy of ships, cars etc. moving under an escort.
16. A course or series of lectures.
17. A crew of sailors.
18. A crowd/ mob of people.
19. A curriculum of studies.
20. A flight of steps, stairs.
21. A fleet of ships or motorcars.
22. A flock of geese, sheep and birds.
23. A gang of robbers, labourers.
24. A garland/bunch/ bouquet of flowers.
25. A heap of ruins, sand, stones.
26. A herd of cattle.
27. A litter of puppies.
28. A pack of hounds, cards.
29. A pair of shoes, scissors, compasses, trousers.
30. A series of events.
31. A sheaf of corn, arrows.
32. A swarm of ants, bees or flies.
33. A train of carriages, followers etc.
34. A troop of horses (cavalry)
35. A volley of shots, bullets.
36. A forum of people (discussing issues)
37. A congregation of people (discussing religious issues)

- (iv) Material Noun: Material Noun denotes matter or substance of which a thing is made.  
For Ex – Iron, Silver, Gold, Milk, etc.
- (v) Abstract Noun: An Abstract Noun is usually the name of a quality, action, or state considered apart from the object to which it belongs.  
For Ex –

Quality	Action	State
Goodness	Laughter	Childhood
kindness	Theft	Boyhood
Whiteness	Movement	Youth
Darkness	Judgement	Slavery
Hardness	Hatred	Sleep
Brightness	Heroism	Sickness

Abstract Noun are generally formed from verbs, Adjectives and common Nouns.

- (a) From Verbs:

live	life
know	knowledge
see	sight
advise	advice
laugh	laughter
please	pleasure
grow	growth
govern	government
serve	service
obey	obedience
practise	practice
think	thought

## (b) From Adjectives

brave	bravery
great	greatness
poor	poverty
young	youth
wise	wisdom
long	length
deep	depth
grand	grandeur
good	goodness
honest	honesty
just	justice
true	truth
broad	breadth
wide	width
sole	solitude
kind	kindness

## (c) From Common Nouns:

boy	boyhood
infant	infancy
thief	theft
slave	slavery
friend	friendship
judge	judgement
girl	girlhood
agent	agency
hero	heroism
bond	bondage
leader	leadership
coward	cowardice

The Noun- Number (Singular/Plural)

On the basis of number, there are two types of noun.

- (a) Singular Noun
- (b) Plural Noun

**Singular Noun:** A noun that is used to denote a single (one) person or thing is called singular Noun.

For Ex – Boy, girl, man, bird, tree, etc.

**Plural Noun:** A noun that is used to denote more than one person or thing is called plural Noun

For Ex – Boys, girls, men birds, trees, etc.

There are some rules which must be followed to ensure grammatical accuracy.

Rule 1: Hyphenated noun does not have plural form.

Ex – (a) He gave me two hundred-rupees notes. (change 'rupees' into 'rupee')

(b) He stays in five-stars hotels. (change 'stars' into 'star')

Rule 2: Certain nouns/words are used in colloquial English in India which is wrong as the word is literally translated from English to Hindi.

Ex –

### Wrong

1. Cousin brother / Cousin sister
2. Pick pocketer
3. Good name
4. Big blunder
5. Strong breeze
6. Bad dream
7. Proudly
8. According to me

### Correct

1. Cousin
2. Pick pocket
3. Name
4. Blunder (means a big mistake)
5. Strong wind (Breeze is always light and gentle)
6. Nightmare
7. Proudly
8. In my opinion

We generally get confused while using the following nouns:-

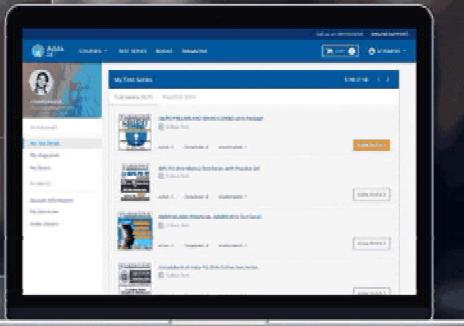
- (a) Floor (the flat surface of a room)
- (a) Ground (surface of the earth)
- (b) Skill (we acquire it by learning)
- (b) Talent (A natural ability)
- (c) Envy (a wish to possess that the other person has.)
- (c) Jealousy (a feeling that arises out of fear of losing that you have.)

### How Plural is formed

Generally, the Plurals of nouns are formed by adding 's' to the singular form.

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For Ex –

boy	—	boys	Girl	—	girls
Bird	—	birds	Cow	—	cows
Ship	—	ships	Desk	—	desks
Pencil	—	pencils	Book	—	Books
Cassette	—	cassettes	Film	—	films

But, there are some rules of changing singular nouns into plural ones.

Rule 1: If —s, —ss, —sh, —ch, —x and —z are the last letters of noun, put —es to the end to make them plural.

Singular	Plural	Singular	Plural
Class	Classes	Mass	Masses
Kiss	Kisses	Toss	Tosses
Miss	Misses	Bus	Buses
Brush	Brushes	Dish	Dishes
Bush	Bushes	Watch	Watches
Bench	Benches	Match	Matches
Branch	Branches	Tax	Taxes
Box	Boxes	Topaz	Topazes

But, in case of Stomach (Pronounced as Stomak), Monarch (Pronounced as Monark) only s is needed at their end to make them plural.

Stomach Stomachs

Monarch Monarchs

Rule 2: If there is —O in the end of a noun, put —es to the end for plural.

Singular	Plural	Singular	Plural
Hero	Heroes	Zero	Zeroes
Volcano	Volcanoes	Mango	Mangoes
Mosquito	Mosquitoes	Echo	Echoes
Potato	Potatoes	Buffalo	Buffaloes
Negro	Negroes	Cargo	Cargoes
Bingo	Bingoes		

There are some exceptions where only —s is needed for a plural one in —o ending nouns.

Singular	Plural	Singular	Plural
Photo	Photos	Piano	Pianos
Dynamo	DYNAMOS	Canto	CANTOS
Quarto	Quartos	Momento	Momentos
Solo	Solos	Stereo	Stereos

Rule 3 : If there are double vowels to the end of noun, put only —s to the end of that noun for plural.

Singular	Plural	Singular	Plural
Radio	Radios	Ratio	Ratios
Studio	Studios	Portfolio	Portfolios
Cuckoo	Cuckoos	Bamboo	Bamboos

Rule 4 : If —y is the last letter of a noun and that —y is preceded by a consonant, then change y into ies for the plural forms.

Singular	Plural	Singular	Plural
Spy	Spies	Baby	Babies
History	Histories	Lady	Ladies
Fly	Flies	Sky	Skies
Story	Stories	City	Cities
Army	Armies	Pony	Ponies

Rule 5 : If —y is the last letter of a noun and that —y is preceded by a vowel, put only —s to the end of that noun for plural.

Singular	Plural	Singular	Plural
Lay	Lays	Bay	Bay
Ray	Rays	Prey	Preys
Key	Keys	Storey	Storeys
Tray	Trays	Day	Days
Clay	Clays	Play	Plays

Rule 6 : If —f or —fe are the last letters of a noun, then change —f or —fe into 'ves'.

Singular	Plural	Singular	Plural
Knife	Knives	Life	Lives
Wife	Wives	Thief	Thieves
Leaf	Leaves	Loaf	Loaves
Calf	Calves	Handkerchief	Handkerchieves
Wolf	Wolves	Shelf	Shelves
Self	Selves		

Yet, there are some exceptions to this rule, such as:

Singular	Plural	Singular	Plural
Proof	Proofs	Roof	Roofs
Chief	Chiefs	Reef	Reefs
Gulf	Gulfs	Belief	Beliefs
Grief	Griefts	Brief	Briefs
Serf	Serfs	Dwarf	Dwarfs
Hoof	Hoofs	Strife	Strifes

Rule 7 : It is found that a few nouns form their plural by changing the inside vowel of the singular form.

Singular	Plural	Singular	Plural
Man	Men	Woman	Women
Tooth	Teeth	Goose	Geese
Mouse	Mice	Louse	Lice
Foot	Feet		

Rule 8 : There are a few nouns that form their plural by adding en to the singular.

Singular	Plural	Singular	Plural
Ox	Oxen	Child	Children

Rule 9 : There are some nouns which have their singular and plural forms alike.

Singular	Plural	Singular	Plural
Swine	Swine	Sheep	Sheep
Deer	Deer	Trout	Trout
Salmon	Salmon	Pair	Pair
Dozen	Dozen	Score	Score
Gross	Gross	Stone (unit)	Stone

Rule 10: There are some nouns which are only used in the plural. They take plural verb with them.

- (a) Names of instruments which have two parts forming a kind of pair.  
For Ex – Ballows, spectacles, scissors, tongs, pincers etc.
- (b) Names of certain articles of dress.  
For Ex – Trousers, breeches, drawers etc.
- (c) Certain other nouns.  
For Ex – Annals, thanks, proceeds (of a sale), tidings, environs, nuptials, obsequies, assets, chattels, odds, amends, seals, shambles, vegetables, troops, particulars, aborigines, alms, ashes, arrears, dregs, eaves, earnings, sweepings, etc.

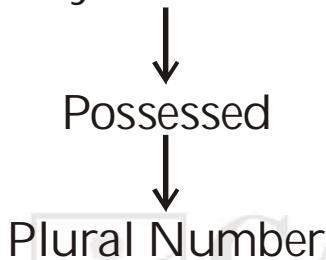
Rule 11: There are some plural forms of nouns which are actually singular. They take singular verb with them.

For Ex – Innings, mathematics, news, civics, politics, physics, ethics, economics, mechanics, summons, measles, mumps, rickets, singles, billiards, athletics etc.

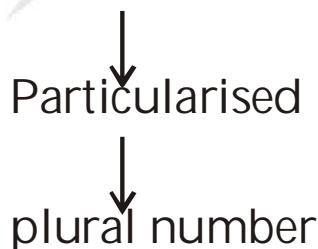
For Ex- Mathematics is an easy subject. (Mathematics is singular number)

If plural looking subjects are particularised or possessed, they becomes as plural nouns.

(a) My Mathematics are strong.



(b) The politics of our state are dirty.



(c) The summons was issued by the magistrate



Rule 12: The following nouns are always used in singular number.

For Ex – Scenery, machinery, poetry, stationery, sultry, jewellery, crockery, luggage, baggage, breakage, halterage, percentage, knowledge, postage, wastage, furniture, information, traffic, coffee, dust etc.

Rule 13: Certain Collective Nouns, though singular in form, are always used as plurals.

For Ex – Poultry, cattle, vermin, people, gentry, police and peasantry etc.

Rule 14: In Compound Nouns, we make their plural forms only by adding 's' to the main word.

Singular	Plural
Father-in-law	Fathers-in-law
Daughter-in-law	Daughters-in-law
Mother-in-law	Mothers-in-law
Commander-in-chief	Commanders-in-chief
Step-daughter	step-daughters
Maid-servant	Maid-servants
Looker-on	Lookers-on
Passer-by	Passers-by
Man-of-war	Men-of-war
Coat-of-mill	Coats-of-mill

Now, look at these examples:

Singular	Plural
Man killer	Man killers
Chief Minister	Chief Ministers
Woman hater	Woman haters
Cupful	Cupfuls
Handful	Handfuls
Drawback	Draw backs

Rule 15: Noun borrowed from other languages in English have their special rules to change them into plural.

Singular	Plural	Singular	Plural
Datum	Data	Ditum	Dita
Erratum	Errata	Bacterium	Bacteria
Referendum	Referenda	Momorandum	Memoranda
Agendum	Agenda	Medium	Media
Sanatorium	Sanatoria	Criterion	Criteria
Phenomenon	Phenomena	Oasis	Oases
Thesis	These	Hypothesis	Hypotheses
Analysis	Analyses	Crisis	Crises
Index	Indice/Indices		

Rule 16: Some—um ending Latin nouns take only —s in plural form.

Singular	Plural
Harmonium	Harmoniums
Forum	Forums
Pendulum	Pendulums
Stadium	Stadiums
Quorum	Quorums
Premium	Premiums

Rule 17: Noun + Proposition + the same noun remain always singular in use.

For Ex –

- Village after village — correct
- Match after match — correct
- Row upon row — correct
- Word for word. — correct
- But,
- Villages after villages — wrong

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- Matches after matches — wrong  
 Rows upon rows — wrong  
 word for words — wrong

Rule 18: The digits, some words and abbreviations take their plural form in the following ways:

Singular	Plural
70	70s
21	21s
if	ifs
M.A.	M.As (not M.A.'s)
B.A.	B.As (not B.A.'s)
M.L.A.	M.L.As (not M.L.A.'s)
M.P.	M.Ps

Rule 19: Some nouns have two meanings in the singular but only one in plural.

	Singular	Plural
Light	1. radiance 2. a lamp	Lights : Lamps
Practice	1. habit 2. exercise of a profession	Practices : habits
Powder	1. dust 2. a dose of medicine in fine grains like dust	Powders : doses of medicine
People	1. nation 2. Men and women	Peoples : nations

Rule 20: Some nouns have two forms for the plural, each with a somewhat different meaning.

Singular	Plural
Brother	Brothers : Sons of the same parent Brethren : members of a society of a community.
Cloth	Cloths : kinds or pieces of cloth. Clothes : garments.
Die	Dies : stamps for coining. Dice : small cubes used in games.
Fish	Fishes : taken separately.
	Fish : collectively
Genius	Geniuses : persons of great talent
Index	Genii : spirits Indexes : tables of contents to books Indices : signs used in algebra
Penny	Pennies : number of coins. Pence : amount in value

Rule 21: Some nouns have one meaning in the singular and more than one in the plural.

Singular	Plural
Colour : hue	Colours : 1. Hues 2. the flag of a regiment
Custom : habit	Customs : 1. habits. 2. Duties levied on imports.

Singular	Plural	
Effect : result	Effects :	1. results 2. property
Manner : method	Manners :	1. methods 2. correct behaviour
Moral : a moral lesson	Morals :	1. moral lessons 2. conduct
Number : quantity	Numbers :	1. quantities 2. verses
Pain : Suffering	Pains :	1. sufferings 2. care, exertion
Premise : proposition	Premises :	1. propositions 2. buildings.
Quarter : fourth part	Quarters :	1. Fourth part. 2. Lodgings
Spectacle : a sight	Spectacles :	1. sights. 2. Eye-glasses
Letter : letter of the alphabet	Letters :	1. letters of the alphabet 2. epistles 3. literature
Ground : earth	Grounds :	1. enclosed land 2. attached to house 3. reasons dregs

Rule 22: Some nouns change their meaning when we make them plural.

Singular	Plural
Air : atmosphere	Airs : affected manners
Alphabet : letter	Alphabets : languages
Advice : counsel	Advices : information
Abuse : bad language	Abuses : Evil
Compass : extent, range	Compasses : an instrument for drawing circles
Force : strength	Forces : military forces
Good : benefit, well-being	Goods : merchandise
Physic : medicine	Physics : natural science
Practice : habit	Practices : traditions
Iron : a kind of metal	Irons : fetters
Light : radiant	Lights : lamps
Respect : regard	Respects : compliments
Work : duty	Works : creations

Rule 23: (a) Abstract Nouns have no plural.

For Ex – Hope, charity, love, kindness, happiness, hatred etc.

When such words do appear in the plural, they are used as common nouns.

For Ex – Kindness = acts of kindness.

Provocations = instances or cases of provocation.

(b) There are also some names of substances or materials which are never used in plurals. They are called Material Nouns.

For Ex – Copper, iron, tin, wood etc.

But, when these words are used in the plural, they become Common nouns and also, their meanings are changed.

For Ex – Coppers-Copper coins.

Irons	—	fetters.
Tins	—	cans made of tin.
Woods	—	forests.

## The Noun – Gender

In grammar, gender is the sexual classification of noun.

Gender can be divided into four categories.

Which are as follows:

- (i) Masculine Gender (which denotes male sex)
- (ii) Feminine Gender (Which denotes female sex)
- (iii) Common Gender (which denotes both male and female)
- (iv) Neuter Gender (which denotes no sex and is used for non-living things)

Rules for changing masculine nouns into feminine nouns:

- (1) By using a different word.

For Ex –

Masculine	Feminine	Masculine	Feminine
Father	Mother	Brother	Sister
Husband	Wife	Boy	Girl
Uncle	Aunt	Pappa	Mamma
Nephew	Niece	Man	Woman
King	Queen	Gentleman	Lady
Sir	Madam	Son	Daughter
Cock	Hen	Boar	Sow
Stag	Hind	Swan	Nymph
Widower	Widow	Fox	Vixen
Beau	Bettle	Gander	Goose
Bachelor	Maid, Spinster	Drone	Bee
Horse (or Stallion)	Mare	Bullock	Heifer
Hart	Roe	Buck	Doe

Masculine	Feminine	Masculine	Feminine
Wizard	Witch	Bull (or Ox)	Cow
Earl	Countess	Groom	Bride
Drake	Duck		
Colt	Filly		
Dog (or Hound)	Bitch		
Monk (or Friar)	Nun		
Lad	Lass		

- (2) By adding a syllable (—ess, —ine, —trix, —a, etc.)

For Ex –

Masculine	Feminine	Masculine	Feminine
Lion	Lioness	Heir	Heiress
Host	Hostess	Poet	Poetess
Priest	Priestess	Mayor	Mayoress
Patron	Patroness	Peer	Peeress
Benefactor	Benefactress	Conductor	Conductress
Negro	Negress	Enchanter	Enchantress
Instructor	Instructress	Founder	Foundress
Waiter	Waitress	Traitor	Traitress
Seamster	Seamstress	Tempter	Temptress
Songster	Songstress	Preceptor	Preceptress
Murderer	Murderess	Sorcerer	Sorceress

- (3) By substituting a feminine word for a masculine in compound words.

For Ex –

Masculine	Feminine	Masculine	Feminine
Peacock	Peahen	Grandfather	Grandmother
Billy-goat	Nanny-goat	Cock-sparrow	Hen-sparrow
Foster-father	Foster-mother	Czar	Czarina
Jack-ass	Jenny-ass	Testator	Testatrix
Viceroy	Vicerene	Prophet	Prophetess
Executor	Executrix	Steward	Stewardess
Shepherd	Shepherdess	Manager	Manageress
Viscount	Viscountess	Baron	Baroness
Jew	Jewess	Signor	Signora
Author	Authoress	Giant	Giantess
Count	Countess	Hero	Heroine
Don	Donna	Sultan	Sultana
Administrator	Asministratrix	Signor	Signora

Again, —ess is added after dropping the vowel of the masculine ending.

For Ex –

Masculine	Feminine	Masculine	Feminine
Abbot	Abbess	Duke	Cuchess
Emperor	Empress	Actor	Actress
Hunter	Huntress	Master	Mistress
Marquis	Marchioness	Prince	Princess
Tiger	Tigress	Votary	Votaress
he-ass	She-ass	Land-lord	Land-lady
Man-servant	Maid-servant	Milk-man	Milk-maid
School-master	School-mistress	Man-kind	Woman-kind
Washer-man	Washer-woman	Bull-calf	Cow-calf
Step-son	Step-daughter	He-bear	She-bear
Buck-rabbit	Doe-rabbit	Great-uncle	Great-aunt

Note: 1. Some Masculine Nouns are used in the Common Gender.

For Ex – Actor, Advocate, Author, Chairman, Doctor, Hound, Lawyer, Man, Painter, Poet, Teacher, Tutor, Hunter

2. Some Feminine Nouns are used in the Common Gender.

For Ex – Cow, Duck, Bee

3. Some Feminine Nouns have no corresponding Masculine forms.

For Ex – House-wife (mistress of the house)

Virgin (an unmarried woman)

Flirt (woman pretending to make love)

Virago (a turbulent woman)

Dowager (widow with late husband's property)

Siren (an enticing woman)

Brunette (a dark-complexioned woman)

Prude (a woman of affected modesty)

4. Some Masculines have no corresponding Feminies.

For Ex – Captain, Judge, Knight, Squire, Parson

### The noun – case:

Case is a grammatical category which reflects the grammatical function performed by a noun or pronoun in a phrase, clause, or sentence.

Cases are of four types:

1. Nominative (Subjective)      2. Accusative (Objective)

3. Possessive      4. Dative

12. Nominative Case (Subjective case): If Noun or Pronoun is used as subject, it is said to be the Nominative case.

For Ex – (a) Ram is playing.

(b) She is reading a Novel.

⇒ Note: After 'Than' Pronoun should be used in Nominative case

For Ex – Shyam is smarter than her (wrong)

Shyam is smarter than she (correct)

⇒ After 'If', pronoun is used in Nominative case.

For Ex – If I were him I would have come. (Wrong)

If I were he I would have come. (Correct)

2. Accusative Case (Objective Case): Accusative Case is said to be the one in which noun or pronoun is used as the object.

For Ex. – She loves him  
accusative

That is Neelam  
accusative

Note: After 'let' pronouns are used in Accusative Case.

For Ex – Let we go. (Wrong)  
Let us go (Correct)

⇒ After preposition pronouns are used in Accusative Case.

For Ex –      Everything is fine between she and I (Wrong)  
                  Everything is fine between her and me (Correct)

(3) Possessive Case: If the possession or relation of noun is expressed, it is called Possessive Case.

Note: For Possessive case, we put – 's (apostrophe) at the end of a singular Noun.

For Ex – Sanjay's pen, Raju's Car, Ritu's son, etc.

## Use of Possessive Case

## Use of 'of' / 'apostrophe' with nouns

(A) Apostrophe is used in the following ways to express possession.

## Living things

Ex -(a) Mohan's book      (b) A cow's horn    (c) A woman's purse

(B) If a plural noun ends in 's/es', 's' is not added while apostrophe with the plural form.

Ex –(a) boys' college      (b) Girls' school

Note: If plural form is different from singular form, 's' comes with both the forms.

#### **Ex –(a) Child's play, Children's school**

- (b) Man's duty, Men's wear.
- (c) Working women's hostel



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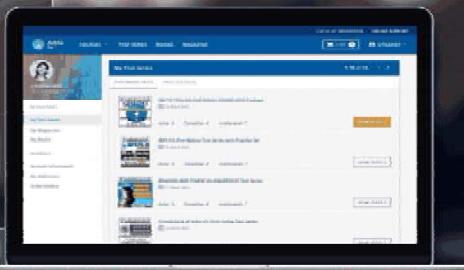


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**NOUN**

---

not added after  
e' sake

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The proposal of Mrs. Sharma, the chairperson of society, was rejected by the members of the society. (✓)

- (H) 's' is used with anybody/nobody/everybody/somebody/anyone/someone/no one/everyone.

Ex -(a) Everyone's concern is no one's concern.

(b) Everydoby's business is nobody's business.

- If 'else' is used with anybody/ no body etc, 'apostrophe' will be used with 'else'.

Ex -(a) I can rely on your words, not somebody else's.

(b) I obey your orders and nobody else's.

(Here, it will be wrong to write somebody's else/nobody's else.)

- (4) Dative Case: It noun or Pronoun has been called or addressed, It is called Dative Case.

For Ex – Shivam, Go there.

Read loudly, Priya.

### Exercise

Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistake (if any).

- (a) He knows it well/(b) that his success in life/(c) depends not on my advice/(d) but on somebody else./ (e) No error.
- (a) She informed me/(b) that she had gone to/(c) one of the MLA's residences/(d) and stayed there all day./ (e) No error.
- (a) I visited/(b) Rajesh's and Seema's house/(c) twice but found/(d) the couple absent./ (e) No error.
- (a)The building's roof/(b) needs repairing otherwise it /(c) may fall down and/(d) result into many persons' death./ (e) No error.
- (a) A gram's weight/(b) is quite light for/(c) anyone to/(d) carry on his head./ (e) No Error.
- (a) I stopped/(b) her going out late at night/(c) because the situation/(d) in the town was very tense./ (e) No error.

7. (a) She did not approve/(b) of her son raising/(c) stupid questions and thereby/(d) annoying his tutor. /(e) No error.
8. (a) India's problems/(b) are however /(c) not so serious/(d) and awful as Pakistan./ (e) No error.
9. (a) His tone of speaking/(b) as well as his friends/(c) is really extremely rude/(d) yet we never take it seriously./ (e) No error.
10. (a) The Defence Minister/(b) boasts of improving /(c) the military power of/(d) the country's./ (e) No error.
11. (a) The life of the homeless people/(b) is not in many/ (c) ways as peaceful and luxurious/(d) as that of the rich's/ (e) No error.
12. (a)The CEO of the company said/(b) that he appreciated/(c) his staffs coming on time/(d) and co-operating him./ (e) No error.
13. (a) As the students were told / (b) this idea of Mahatma Gandhi's/(c) was totally valid in the/(d) present condition of India./ (e) No error.
14. (a) It is true/(b) that I met/(c) the Prime Minister/(d) at the house of one of my relative's./ (e) No error.
15. (a) The priest said/(b) to his followers that one ought/(c) to work hard in order/(d) to attain one goal./ (e) No Error.
16. (a) Being sure of her/(b) success, she told her parents/(c) that she would never forget/(d) even her enemies's names./ (e) No error.
17. (a) The plebiscite gives/(b) us much knowledge of the/(c) Public's opinion/(d) on the matter of rape./ (e) No error.
18. (a) No soldier/(b) dared to turn/(c) a deaf ear to his/(d) commander's-in-Chief orders./ (e) No Error.
19. (a) I appreciate she/(b) helping the destitute/(c) who are really the most ignored and completely deprived/(d) section of our society./ (e) No error.
20. (a)I have read/(b) many poems of Tagore's / (c) who is also/(d) known as Gurudev./ (e) No error.
21. (a) A friend of my wife / (b) came to me/(c) last week and asked me for/(d) some help./ (e) No error.

22. (a) Unfortunately for us/(b) the root cause of our frustration lies/ (c) in the Governments/(d) ineffective policy/(e) No error.
23. (a) She suggested to me/(b) that I should go to the market/(c) to bring some beautiful/(d) summer's flowers./ (e) No error.
24. (a) He came to his wits end/(b) when he found/(c) that his younger/(d) brother had slapped his wife./ (e) No error.
25. (a) When she arrived/(b) at the gate of his/(c) house, she found his/(d) locking up the door./ (e) No error.
26. (a) India and Pakistan's present/(b) condition clearly indicate/(c) that both the countries/(d) will face a lot of problems in the coming time./ (e) No error.
27. (a) Keeping in view/(b) the public's demands/(c) the government has decided to introduce a new policy to improve the quality and lower/(d) the prices of food grains./ (e) No error.
28. (a) Many a citizen's life is in danger/(b) if the Government does not take/(c) any serious action to/ (d) curb degradation of environment. / (e) No error.
29. (a) My brother/(b) has read/(c) pages after pages/(d) of the Ramayana./ (e) No error.
30. (a) He went to/(b) the church with/(c) his parents, aunts/(d) and cousin sisters/ (e) No error.
31. (a) She/(b) takes pain/(c) over her/(d) work. / (e) No error.
32. (a) Teacher told/(b) students that/(c) radiiuses of a circle /(d) are always equal./ (e) No error.
33. (a) I like/(b) the poetries/(c) of Rabindranath Tagore / (d) and Harivansh Rai Bachchan./ (e) No error
34. (a) The sceneries/(b) of Uttarakhand/(c) is very/(d) charming/ (e) No error.
35. (a) Whenever she goes/(b) to Mumbai/(c) she stays in/(d) World-classes hotels./ (e) No error.
36. (a) She was advised / (b) to take/(c) two spoonsful of/(d) medicine twice a day./ (e) No error.

37. (a) The police have received/(b) three important informations/(c) that helped them solve/ (d) the robbery case/(e) No error.
38. (a) All his brother-in laws/(b) are extremely co-operative/(c) and she doesn't miss her/(d) real brothers at all./ (e) No error.
39. (a) He will not/(b) go to party tonight/(c) since he has/(d) many works to complete./ (e) No error.
40. (a) He wears spectacle/(b) and so he was / (c) unable to see the burglar /(d) that attacked him last month./ (e) No error.
41. (a) Most of the furnitures were/(b) sold for a song/(c) as the seller was in a hurry/(d) to leave the town./ (e) No error.
42. (a) She left/(b) her luggages/(c) at home by mistake and / (d)went to the railway station./ (e) No error.
43. (a) Sheila Dixit had/(b) been the administrator of Delhi/(c) for more/(d) than ten years./ (e) No error.
44. (a) I think this/(b) is not your car/(c) It is/(d) somebody's else./ (e) No error.
45. (a) One should not put/(b) one's sign /(c) on any paper/(d) that one hasn't read./ (e) No error.
46. (a) Towns after towns were/(b) conquered/ (c) by Alexander but/(d) he found no peace anywhere./ (e) No error.
47. (a) Even after hours of discussion/ (b) the committee/(c) could not come/(d) to a final conclusion./ (e) No error.
48. (a) The cattle in the grazing ground/ (b) was terrified to hear/(c) the roar of a lion which/(d) appeared to be wild with anger./ (e) No error.
49. (a) This house/(b) is not built/(c) of stones/(d) but of love./ (e) No error.
50. (a) I am looking/(b) for a lady tailor/(c) to stitch a dress/(d) for my daughter./ (e) No error

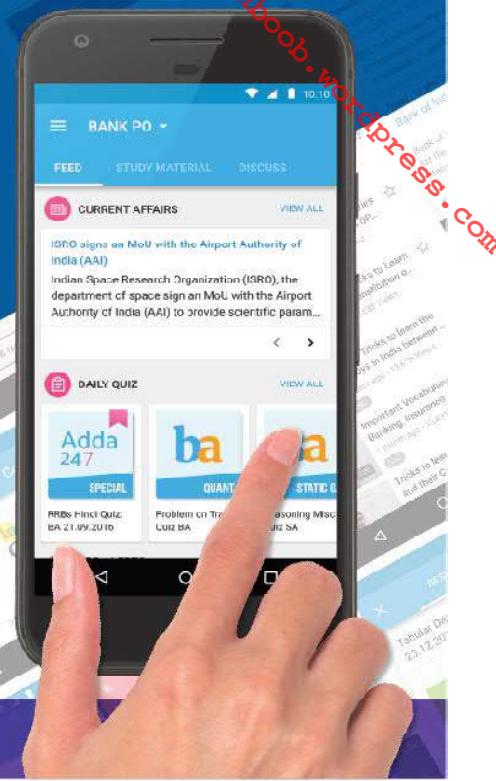


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## Solutions

1. (d); Apostrophe's' ('s) should be added to else. i.e. 'else's' should be used in place of 'else' to show a relation'
2. (c); ' Residence of one of the MLAs ' should be used in place of ' one of the MLA's residences since the possession of nouns used with 'one of' is not denoted by apostrophe's.
3. (b); 'Rajesh and Seema's' should be used in place of 'Rajesh's and Seema's'. When two nouns are closely related then apostrophe's' is used only after the latter one.
4. (a); 'The building's roof' should be replaced with 'The roof of the building' since, apostrophe's' is not used with non living things.
5. (e); No error. 'A ton's/gram's/kilo's weight' is correct usage.
6. (e); No error
7. (b); Here 'son's' should be used since gerunds are always preceded by possessive case.
8. (d); 'Pakistan's' should be used in place of 'Pakistan' Since the problems Pakistan is having, have been compared with those of India and hence, apostrophe's' should be added to Pakistan.
9. (b); 'Friend's' should be used in place of 'friends' to show the possession of a quality (tone of speaking).
10. (d); 'Country' should be used in place of 'Country's' since the phrase 'of the' already shows the possession hence use of apostrophe's' is superfluous.
11. (d); 'rich' should be used in place of 'rich's'. Since, 'that of' shows 'the life of poor's', hence, the use of apostrophe is superfluous.
12. (c); ' Staff's ' should be used in place of 'staffs'. For explanation refer to question-7.
13. (b); 'Gandhi' should be used in place of 'Gandhi's. Since the sentences with structure 'This/That/These/Those of' do not take possessive case after 'of'.

14. (d); 'the house of one of my relative' should be replaced with 'the house of one of my relative's' for explanation refer to question-2.
15. (d); 'One's' should be used in place of 'one'.
16. (d); "enemies" " should be used in place of 'enemies's ' since, we put an Apostrophe comma at the end of plurals formed by adding 'S' at the end like seniors', friends', Boys', etc.
17. (c); 'Public opinion' should be used in place of 'public's opinion' since 'public' has been used as adjective and generally, 's' is not used with adjectives.
18. (d); 'commander-in-chief's ' should be used in place of 'commander's-in-chiefs '. Since apostrophe is added only at the end of compound words.
19. (a); 'her' should be used in place of 'she' since gerunds are always preceded by possessive case.
20. (b); 'Tagore ' should be used in place of 'Tagore's ' since in sentences with structure "Many + noun + of + noun", the latter noun does not take possessive case.
21. (a); 'wife's' should be used in places of 'wife' since in sentences with structures 'A noun + of + noun' 'apostrophe' is used with the latter noun.
22. (c); 'Government's ' should be used in place of 'Governments '
23. (d); 'Summer flower' should be used in place of 'summer's flower', since, 'Apostrophe's is not used with the names of seasons.
24. (a); At one's wit's end is correct idiomatic usage.
25. (c); 'him' should be used in place of 'his' since 'locking' has been used as participle and not as gerund. Hence objective case should be used.
26. (a); 'India's ' should be used in place of 'India'. When two nouns are joined with 'and' and denote two different possessions, then 'apostrophe' is used with each of them.
27. (b); 'Public demand' should be used in place of 'Public's demand'. For explanation, refer to question -17.

28. (e); No error.
29. (c); 'Page after page' should be used in place of 'pages after pages'. Since, a noun in singular form is used on either side of a preposition.
30. (d); 'Cousins' should be used in place of 'cousin sisters'.
31. (b); 'take pains' is the correct idiomatic usage.
32. (c); 'Radii' (not radiuses) is plural of 'Radius'.
33. (b); 'Poetry' is an uncountable noun and hence, it does not have any plural form.
34. (a); 'Scenery' should be used in place of 'Sceneries', Since, scenery is an uncountable noun.
35. (d); 'World-class' should be used in place of 'world-classes' since, hyphenated nouns are always used in singular form.
36. (c); 'Spoonfuls' should be used in place of 'spoonsful'
37. (b); 'Information' should be used in place of 'informations' since information is an uncountable noun. However, we can make it countable and plural by using 'pieces of information'.
38. (a); 'Brothers-in-law' should be used in place of 'Brother-in-laws'.
39. (d); 'some work' should be used in place of 'many works' since work is an uncountable noun. We can also use either 'much' in place of 'many' or 'many pieces of work' in place of 'many works'.
40. (a); 'Spectacle' should be changed into 'spectacles'
41. (a); 'Furniture' should be used in place of 'furnitures' since furniture is an uncountable noun.
42. (b); 'luggage' should be used in place of 'luggages'
43. (b); 'administratrix' should be used in place of 'administrator'. Since, 'administratrix' is the feminine form of administrator.
44. (d); 'Somebody else's' should be used in place of 'somebody's else'. For explanation refer to question-1.
45. (b); 'Signature' should be used in place of 'sign'. Since, 'sign' is a verb and 'signature' is a noun.

46. (a); 'Town after Town' should be used in place of 'Towns after Towns'.  
For explanation refer to question-29.
47. (d); Remove 'final' as conclusion is always final. Hence, usage of final is superfluous.
48. (b); 'were' should be used in place of 'was' since 'cattle' is a plural noun.
49. (c); 'Stone' should be used in place in place of 'stones'
50. (b); 'Tailoress' should be used in place of 'lady tailor'. Since 'Tailoress' is feminine of 'tailor'.



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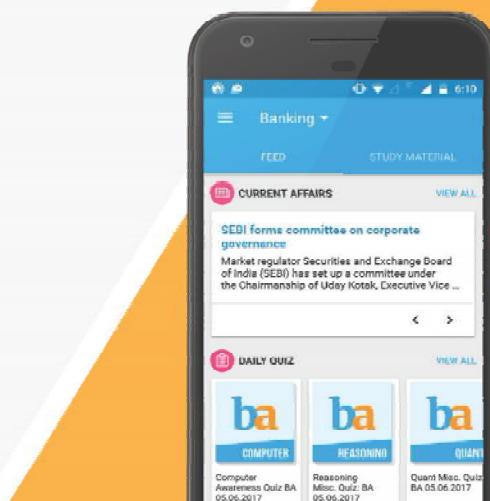
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*Chapter*

7

Pronoun

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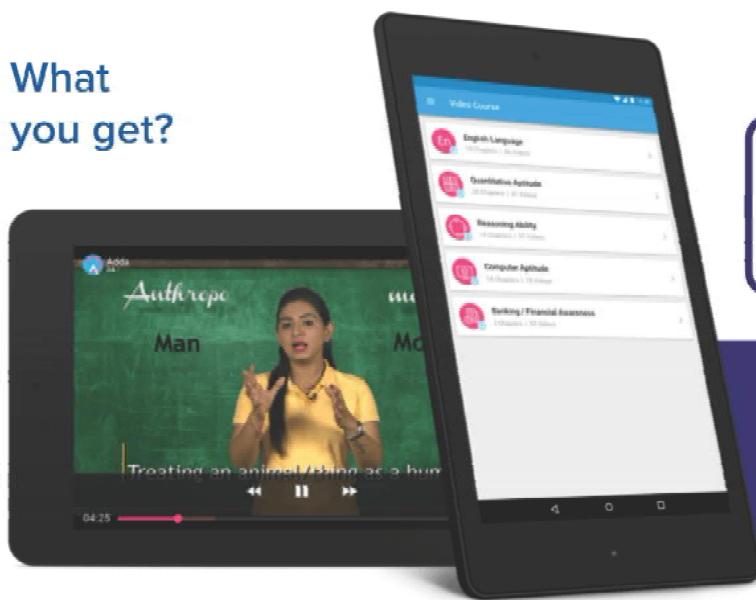
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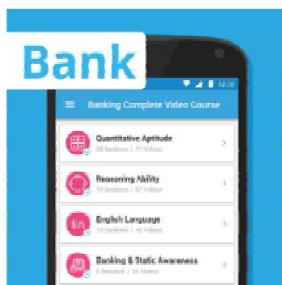


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# Pronoun

A Pronoun is a word that is used in place of Noun in order to avoid repetition of a noun in a sentence make our language stylistic.

Pronouns are of Ten Types:

- |                          |                           |
|--------------------------|---------------------------|
| 1. Personal Pronouns     | 2. Possessive Pronouns    |
| 3. Reflexive Pronouns    | 4. Demonstrative Pronouns |
| 5. Relative Pronouns     | 6. Interrogative Pronouns |
| 7. Reciprocal Pronouns   | 8. Universal Pronouns     |
| 9. Distributive Pronouns | 10. Indefinite Pronouns   |

## I. PERSONAL PRONOUN

Personal Pronouns are used for three persons:

- (i) The person speaking. (First person)
- (ii) The person Spoken to (Second Person)
- (iii) The person spoken of. (Third Person)

Personal Pronouns include – I, we, he, she, it, they, you, me, etc.

Nominative Case	Objective Case
I	me
She	her
They	them
We	us
He	him
It	it
You	you

### Use of Personal Pronouns

- (i) Use of 'we' and 'I'

We and I are used for first person.

For Ex – I am a teacher. We go to School.

## (ii) Uses of 'He' / 'She'

'He' / 'She' is used for third Person.

For Ex – He plays cricket.

She goes to market.

## (iii) Uses of 'You'

'You' is used for second person.

For Ex – You are a good boy.

You should respect your elders.

## (iv) Uses of 'It'

⇒ 'It' is used for animals, infants, insects and non living things.

For Ex – India is a developing country. It has a great cultural heritage.

It is my car.

⇒ 'It' is used to denote 'time', 'weather', 'distance', 'temperature' or any other natural event. It is used only as an 'Introductory subject' and has no meaning.

For Ex – It is raining. It is Sunday. It is 6 O' clock.

⇒ 'It' is also used as a subject to emphasize the noun or pronoun.

For Ex – It was she who passed the exam.

It was he who came late.

## (v) Uses of 'They'

'They' is the plural form of 'it' and can be used for mankind, animal, bird, non-living, etc. in plural.

For Ex - They are girls (Mankind)

They are chairs. (Non-livings)

They are cats. (Animals)

There are some rules that must be followed while dealing with personal pronouns. They are as follows:

**Rule 1:** If all the three persons (ie first person (1), Second person (2) and third person (3) or two out of three persons are coming in a single sentence, then the order of pronouns that is to be followed is '231'.

For Ex – You, he and I have scored good marks. (23)  
He and I are going to party (31)  
You and He are doing a great job. (23)

**Rule 2:** If all three persons or two out of three persons are used in a single sentence, which is negative in sense, then the order of pronouns that must be followed is '123'

For Ex – I, you, and he are guilty and will be punished.

**Rule 3:** The order that is to be followed while using Plural Pronouns (They, we, you) is '123'

For Ex – we, you and they will be awarded for the good work we have done.

**Rule 4:** Words like 'let', 'like', 'between .....and', 'but', 'except' and all prepositions are followed by an objective (accusative) case.

For Ex – He looked at me.

Let me complete this work.

**Rule 5:** In case of a comparison between two nominative case, the pronoun that is used is also of the nominative case: NY

For Ex – He is as fast as me. (wrong)

He is as fast as I. (correct)

She is better than him. (wrong)

She is better than he. (correct)

## II. Possessive Pronoun

Possessive Pronouns are used to indicate possession, for example mine, yours, hers, theirs, ours, etc.

**Note:** Noun is not used after possessive pronoun.

For Ex – This is mine book. (wrong)  
This is yours book. (wrong)

Our, your, her, their, etc are called possessive Adjectives.

**Note:** Noun is used after possessive adjective

For Ex – That is my car.  
This is your pen.

## Uses of Possessive Pronouns

- (i) When a verb comes in between a noun and a pronoun, possessive Pronoun is used.  
For Ex – Yours is the best, mine the worst.
- (ii) We can use a Possessive Pronoun as the subject in any sentence.  
For Ex – Mine is a new book.
- (iii) Possessive Pronoun can be used as the object of a verb.  
For Ex – I have my pen as well as yours.
- (iv) When a pronoun is preceded by 'of', we use possessive pronoun.  
For Ex – That pen of yours is lost.

There are some rules which must be followed to ensure grammatical accuracy while studying possessive Pronoun. Some of them are as follows:

**Rule 1:** Possessive Pronouns are not used with the words like 'Separation, leave, excuse, mention, report, pardon, sight, favour'  
For Ex – She needs your favour. (Wrong)  
She needs favour from you. (Correct)

**Rule 2:** 'Apostrophe' is not used in Possessive Pronouns.  
For Ex – I have a car. It's colour is red. (Wrong)  
I have a car. Its colour is red. (Correct)

## III. REFLEXIVE PRONOUN

Reflexive pronoun are formed by joining suffix – Self to Personal Pronouns of the singular number and-selves to personal pronouns of the plural number. For e.g. – myself, ourselves, herself, himself, themselves, etc.

### Uses of Reflexive Pronoun.

1. It is used after some words like *acquit, avail, reconcile, amuse, resign, avenge, adapt, adjust, pride, absent and enjoy*.  
For Ex – One should avail oneself of the opportunity which life gives.
- Note:** If *absent* is used as a verb.

2. If the door is affected by the action and the result, Reflexive Pronoun is used.  
 For Ex – I cut my finger myself.
3. Reflexive Pronoun is used when the 'Subject' emphasizes his action or skill.  
 For Ex – I will myself complete my work.  
 We will ourselves face this problem.
- Note: Reflexive Pronoun is not used as a subject or an object of a sentence unless a noun/pronoun precedes it.  
 For Ex – Myself Sagar from Punjab. (Wrong)  
 I am Sagar from Punjab. (Correct)  
 I myself can do this work. (Correct)
- Note: Keep, stop, turn, qualify, bathe, move, rest, hide, etc. are few words which do not take a reflexive pronoun.  
 For Ex – He hid himself behind the wall. (Wrong)  
 He hid behind the wall. (Correct)
- #### IV. DEMONSTRATIVE PRONOUN
- Demonstrative Pronoun are those pronouns that are used to point towards something specific within a sentence.  
 For Ex – this, that, these, those, such, one, etc.
- Uses of Demonstrative Pronoun**
- 'This' is used for singular nouns that are placed closer.  
 For e.g.: This is a pen  
  
 Singular Noun
  - 'These' is used for plural pronouns that are placed for near.  
 For e.g.: These are pens  
  
 Plural Noun
  - 'That' is used to demonstrate singular nouns that are placed far.  
 For Ex – That is a pen.

4. 'Those' is used to demonstrate Plural Nouns that are placed far.  
For Ex – Those are pens.
5. 'One' and 'Ones' are used as substitutes for nouns.  
For Ex – I have lost my book, but I have got one (book) from my friend.
6. 'Such' is also used as a substitute for a Noun.  
For Ex – I am a teacher. And as such(a teacher)I should be unbiased.

## V. RELATIVE PRONOUN:

A Relative Pronoun is one which relates a clause or phrase to a noun or a pronoun.

For Ex – Who, which, that, etc.

Uses of Relative Pronoun:

1. 'Who' and 'Whom' are used for humans in subjective and objective cases respectively.  
For Ex – She is the girl who teaches English.  
They are the students who she teach.
2. Which is used for all except humans.  
For Ex – this is the car which I bought.
3. Whose is used in Possessive case.  
For Ex – These are the children whose father has died.
4. If a human and a non living thing/ animal are joined by 'and', then a relative pronoun 'that' is used.  
For Ex – The girls and her dog that I saw least Sunday have
5. After a superlative degree, 'That' is used  
For Ex – She is the most beautiful girl 'that' I have ever seen.
6. Words like Everything, nothing, anything, the only, the few, the little, the same etc are used with 'that'.  
For Ex – I gave him the few pens that I had got.  
She is the same girl that helped me.

## VI. Interrogative Pronoun.

Interrogative Pronouns are used for asking question.

For Ex – Who, which, what, etc.

Uses of Interrogative Pronouns.

1. Who is used to ask about the subject.

For Ex – who is she?

2. Whom is used to ask about the object.

For Ex – Whom have you called?

3. Whose is used to ask about the possession of something.

For Ex – Whose car is that?

Note: 'Whose' is not used for non living things.

For Ex. – This is the pen whose cap was lost. (Wrong)

This is the pen, the cap of which was lost. (Correct)

4. Which is used for both persons and things if a choice is to be made between two or more.

For Ex – 'Which' of the two cars is yours?

5. Where, why and when are used as interrogative pronouns for place, reason and time respectively.

For Ex – where is your book? (Place)

Why are you sad? (Reason)

When will you come here? (Time)

## VII. Reciprocal Pronoun

Pronouns that indicate a mutual relationship are called Reciprocal Pronouns.

Each other and One another are the two Reciprocal Pronoun.

Uses of Reciprocal Pronoun

1. Each other is used to denote a relationship between two subjects.

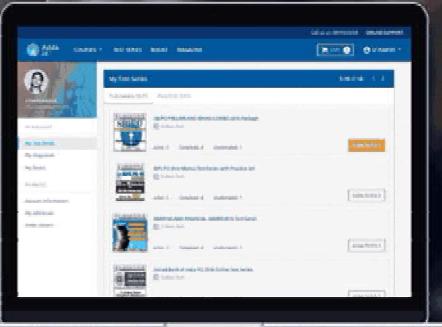
For Ex – Meenakshi and her sister love each other.

2. One another is used to denote a relationship among more than two subjects.

For Ex – All the team members support one another.

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## VIII. Universal Pronoun

Anybody, Somebody, nobody, someone, all, both, some, many, etc are called Universal Pronouns.

### Uses of Universal Pronoun

1. Anybody, Somebody, nobody, everybody, etc. denote singular nouns.

For Ex – Somebody has arrived to help him.  
Everybody loves this movie.

2. All, both, Some, many etc. denote plural nouns.

For Ex – Many are required.  
All have done their job.

## XI. Distributive Pronoun

Pronouns which separate a person or thing from a group of persons or things are called Distributive Pronouns.

For Ex – Either of, Neither of, each of, everyone of, Any of, one of, etc.

### Uses of Distributive Pronoun:

1. Either of and Neither of are used to denote choice between two persons or thing.

For Ex – Either of these two men is our new teacher.  
Neither of these two pens is mine.

2. 'Any of' or 'One of' is used to denote choice among many persons or things.

For Ex – One of these books is mine.

Note: 'None of' is negative of 'one of' and means 'not one of more than two'

For Ex – None of (not one of ) the boys has come.

Note: Distributive Pronouns agree with singular verbs.

## X. Indefinite Pronoun.

Indefinite Pronouns are those that are used in general sense and have no definite relationship with a noun. Some of the examples of indefinite pronouns are:

'One', 'none', 'all', 'many', 'both', etc.

## Uses of Indefinite Pronouns

1. Any and All are used both in Singular and Plural numbers.  
For Ex – All that glitters is not gold. (Singular)  
All of us have cleared the exam (Plural)
2. Both, Some, Many and Few are used as Plural.  
For Ex – Both of them are coming.  
Some of my classmates have cleared the test.  
Note: If 'One' has been used in Nominative Case, then we should use 'one' in accusative case as well.  
For Ex – One should respect his teachers. (Wrong)  
One should respect one's teachers. (Correct)

### Exercise

1. (a) Unless four or more members/(b) object to him joining / (c) the team, we shall have to/(d) accept his application for membership./ (e) No error.
2. (a) He was surprised and pleased/(b) when he was/(c) informed of him/ (d) winning the competition./ (e) No error.
3. (a) Our cat may/ (b) look fierce but/(c) that wouldn't/(d) hurt a fly./ (e) No error.
4. (a) No one/(b) can change/(c) destiny/(d) isn't it? (e) No error.
5. (a) All the/(b) misunderstandings are cleared/(c) between/(d) Ramesh and I./ (e) No error.
6. (a) The front page story/(b) was about a young boy / (c) that had hurt himself/(d) while saving a child in an accident./ (e) No error.
7. (a) The last thing/(b) that the fond father/(c) gave his only daughter/ (d) was her blessing./ (e) No error.
8. (a) It is/(b) not I/(c) who is/(d) to blame./ (e) No error.
9. (a) I shall avail of/(b) this opportunity/(c) to meet/(d) Shahrukh Khan there./ (e) No error.

10. (a) Put you/(b) in his position/(c) and you will realize/(d) the problems faced in his profession./ (e) No error.
11. (a) Each of them/(b) has to understand/(c) their importance./ (d) in his project./ (e) No error
12. (a) We are happy/(b) to announce that/(c) every one of you/(d) have been promoted./ (e) No error.
13. (a) Here is the/(b) man whom/(c) I think assassinated/(d) the minister/ (e) No error.
14. (a) He took his/(b) younger daughter/(c) with himself and/(d) left the house./ (e) No error.
15. (a) The company is/(b) in debt and has been/(c) unable to pay their creditors/(d) for the past six months/ (e) No error.
16. (a) The organisation has appointed/(b) consultants to help them/ (c) increase its profit and/(d) Improve its financial position./ (e) No error.
17. (a) You cannot change/ (b) others but you/(c) can definitely/(d) change you./ (e) No error.
18. (a) Governments and business houses must reduce/(b) its own energy use/(c) and promote conservation to / (d) their citizens and employees./ (e) No error.
19. (a) Even those/(b) which have no/(c) proper education qualification/(d) have applied for this exam./ (e) No error.
20. (a) She was talking ill of others on the phone/(b) for hours together /(c) who really irritated/(d) her parents a lot./ (e) No error.
21. (a) Instead of laying us off/(b) the company decided/(c) to ask us to /(d) avail us of voluntary retirement./ (e) No error.
22. (a) The two brothers/(b) shouted at/(c) one another/(d) in public/ (e) No error.
23. (a) He must supplement/ (b) his diet with / (c) calcium and protein in order to/(d) keep himself fit./ (e) No error
24. (a) Mr. Sharma/(b) being a good actor/(c) he is selected/(d) for the National Award/ (e) No error

25. (a) The poor/(b) woman poisoned her/(c) and her/(d) own children/(e) No error.
26. (a) It was in 2008/ (b) that we first/(c) flew to / (d) the United Kingdom./ (e) No error.
27. (a) Many a boy/(b) have / (c) failed the UPSC examination/(d) this year./ (e) No error.
28. (a) It wasn't me/ (b) who was responsible/(c) for the debacle of our/(d) team in the world cup./ (e) No error.
29. (a) John, I and you/ (b) have/(c) finished our/(d) studies/ (e) No error.
30. (a) He doesn't/(b) know to/(c) swim in/(d) the pool./ (e) No error.
31. (a) All the dresses looked/(b) good and so /(c) I bought/(d) all of it./ (e) No error.
32. (a) Those people/(b) who do not/(c) work hard they do not/(d) achieve their goals in life./ (e) No error
33. (a) He bathe/(b) himself in/(c) a river in the afternoon/(d) of scathing summer./ (e) No error.
34. (a) He/(b) could not / (c) bear/(d) her separation./ (e) No error.
35. (a) The leg of the table / (b) that my father/(c) had bought / (d) is broken./ (e) No error.
36. (a) my school/(b) is / (c) farther than/(d) hers./ (e) No error.
37. (a) If he wants/(b) this job he/(c) will need/(d) your favour./ (e) No error.
38. (a) I, Mohan and Mayank / (b) shall arrange everything/(c) and shall not ask/(d) anyone for help./ (e) No error.
39. (a) Was it/(b) only me who / (c) had to / (d) burn the midnight oil ? / (e) No error.
40. (a) The police of Delhi/(b) are better/(c) than any / (d) other state./ (e) No error
41. (a) Being a minor/(b) the police admitted/(c) her to / (d) a rehabilitation centre./ (e) No error

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42. (a) One should keep/(b) his morals intact if one wants/(c) respect from /(d) both friends and enemies./ (e) No error.
43. (a) If I were/(b) him I would teach/ (c)him a lesson which he/(d) would never forget/ (e) No error.
44. (a) Being a/(b) rainy day she/(c) could not/(d) go to office/(e) No error.
45. (a) Mr. Sharma/(b) our representative/(c) he will attend / (d) the meeting on our behalf./ (e) No error.
46. (a) Don't worry/(b) Myself and she/(c) will manage/(d) everything/ (e) No error.
47. (a) The Ganga is a river/ (b) whose importance/(c) has been mentioned / (d) even in Vedas./ (e) No error.
48. (a) Neither of the two friends/(b) has got / (c) their money back/(d) from the company./ (e) No error.
49. (a) This is the car/(b) whose design/(c) was appreciated / (d) by everyone./ (e) No error.
50. (a) My father / (b) did not object/(c) to my using/(d) his most expensive pen./ (e) No error.

### Solutions

1. (b); 'his' should be used in place of 'him' Since a gerund is always preceded by a possessive adjective.
2. (c); 'his' should be used in place of 'him'. Since, a gerund is always preceded by a possessive adjective.
3. (c); 'It' should be used in place of 'that'. Since, generally, 'it' is used as pronoun for 'animals' and 'non-living things'.
4. (d); 'can they', should be used in place of 'isn't it.'
5. (d); 'me' should be used in place of 'I' Since, 'Between \_\_\_\_\_ and \_\_\_\_\_ always takes objective pronoun.
6. (c); 'who' should be used in place of 'that' Since, Relative pronoun 'who' is used as a subject in subordinate clause.
7. (d); 'his' should be used in place of 'her' as father will take 'his' as possessive adjective.

8. (c); 'am' should be used in place of 'is'. Since the verb which follows the relative pronoun must agree with the noun/pronoun which precedes the same.
9. (a); Reflexive pronoun 'himself' should be used before 'of', since "Avail + reflexive pronoun + of " is correct syntax.
10. (a); 'yourself' should be used in place of 'you'.
11. (c); 'His' should be used in place of 'their' since singular. Pronoun is used with 'Each' and 'Every'.
12. (d); 'has' should be used in place of 'have'. Since Distributive pronouns take singular form of verb.
13. (b); 'Who' should be used in place of 'whom'. Since, 'The man' is the subject in this sentence, hence, 'who' should be used with it.
14. (c); 'him ' should be used in place of 'himself'.
15. (c); 'its' should be used in place of 'their' since 'company' is a singular noun, hence singular possessive adjective should be used.
16. (b); Since 'organisation' is a singular noun, Hence, 'it' should be used in place of 'them'. Had it been 'organisations' here, then the usage of 'them' would have been correct.
17. (d); 'yourself' should be used in place of 'you'.
18. (b); 'their' should be used in place of 'its' since. Since, Governments and business houses are plural, hence plural adjective 'their' should be used.
19. (b); 'who' should be used in place of 'which'. Since, relative pronoun 'who' is used when a person (or mankind) is the subject.
20. (c); 'which' should be used in place of 'who'. Since, 'Talking ill of others' is not a person but an activity. Hence 'which' should be used.
21. (d); 'ourselves' should be used in place of 'us'. For explanation refer to question. 9.
22. (c); 'each other' should be used in place of 'one another' since for two persons 'each other' is used whereas for more than two persons 'one another' is used.

23. (d); 'himself' should be removed. Since, 'Keep', 'bathe', etc. are not followed by any reflexive pronoun.
24. (c); 'He' should be removed. Since, a noun and a pronoun cannot be used for same noun in a single sentence.
25. (b); 'Himself' should be used in place of 'him' when same person is the subject and object in a sentence, then reflexive pronoun is used as the object.
26. (b); 'When' should be used in place of 'that'. Since '2008' is time.
27. (b); 'has' should be used in place of have since, 'many a' takes singular noun and singular verb.
28. (a); 'I' should be used in place of 'me'. Since 'It + 'form be' (here, was) is followed by subjective case.
29. (a); According to the rule 1 of uses of pronouns. 'You, he and I' is the correct order of pronouns that should be followed in this sentence.
30. (b); 'How to swim' should be used in place of 'to swim'. Since, 'wh' family follows 'know' and wonder, if the verbs are in infinitive form (i.e. to + v<sub>1</sub>).
31. (d); 'Them' should be used in place in place of 'it'. For explanation refer to question 16.
32. (c); 'They' should be removed from this sentence. Since 'They' and 'Those' are not used together.
33. (b); 'himself' should not be used. Since, reflexive pronoun is not used after bathe.
34. (d); 'Separation from her' is correct phrase.
35. (e); No error
36. (e); No error.
37. (d); 'favour from you' is correct phrase.
38. (a); 'Mohan, Mayank and I' is the correct order that should be used. For reference sec question 29.
39. (b); 'was it I' should be used in place of 'was it me'. Since, it is the interrogative form of 'It was I', hence the rule of usage of subjective pronoun will follow.

40. (c); 'That of' should be used between 'than' and 'any' since, we want to compare the police of Delhi with the police of all the other states and not with the states.
41. (a); 'She' should be added before 'being' because, if she is not added, then 'the police' becomes the subject and the sentence becomes senseless.
42. (b); 'One's' should be used in place of 'his'. Since, with 'one' as subject, 'one's' is used as possessive adjective.
43. (b); 'He' should be used in place of 'him' since, nominative case should be used after 'If I were'.
44. (a); 'It' should be added before 'being'. For explanation see question- 41.
45. (c); 'He' should not be used here. For explanation see question – 24.
46. (b); 'I' should be used in place of 'myself'. Since, a reflexive pronoun cannot be used as a subject.
47. (b); 'Whose importance' should be replaced with 'the importance of which'. Since, 'whose' is not used for non living things.
48. (c); 'his' should be used in place of 'their' since, 'either of', 'neither of', 'each of', etc. are followed by plural noun/pronoun but the verb/ pronoun used in latter part of the sentence is always singular.
49. (b); 'whose design' should be replaced with 'the design of which'. For explanation refer to question 47.
50. (e); No error.

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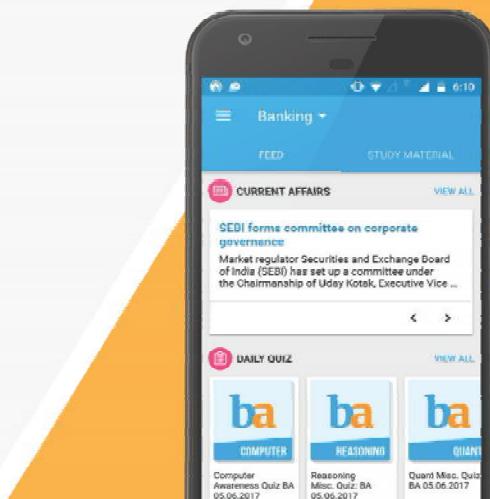


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# Bank English Language

*Chapter*

8

Adjectives

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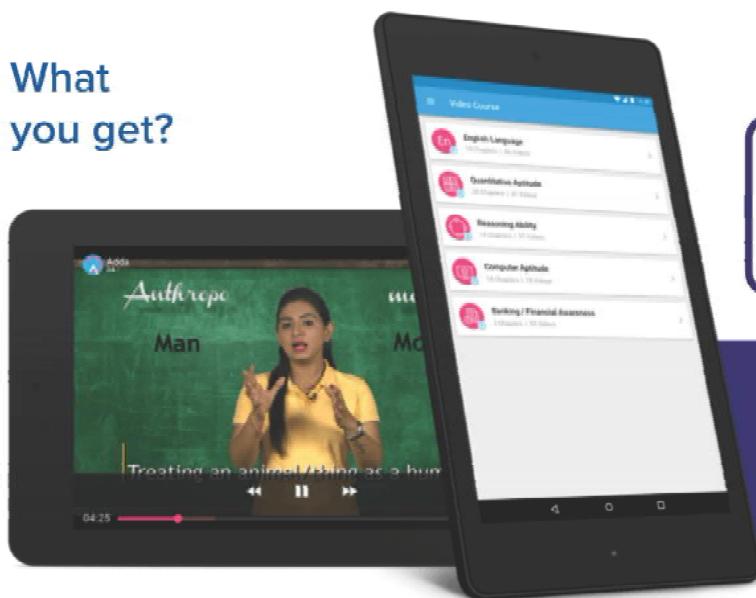
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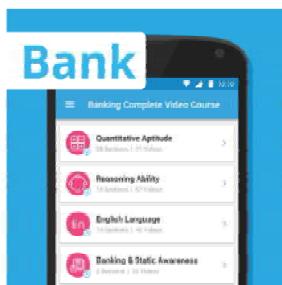


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## Chapter

## 8

# Adjectives

An adjective is a describing word that qualifies a noun or a pronoun.

For Ex- Rishabh is a dull boy.

In the above sentence, 'dull' shows what kind of boy Rishabh is (ie. It qualifies Rishabh)

## TYPES OF ADJECTIVES:

Adjectives are of the following types:

1. Adjective of quality
2. Adjective of quantity
3. Adjective of number
4. Proper Adjective
5. Demonstrative Adjective
6. Distributive Adjective
7. Interrogative Adjective
8. Possessive Adjective
9. Emphasizing Adjective
10. Relative Adjective
11. Exclamatory Adjective
1. Adjective of quality: Adjectives off quality show the quality and kind of a person or thing.  
For Ex – Ritu is a beautiful girl  
Rajasthan is a large city
- (1) An adjective can be used before a noun. (attributive use)

For Ex – Ashok was a great king  
 adj.              Noun

In the above example, adjective (great) has been used attributively.

- (i) An adjective can also be used after a verb, (Predicative use)

For Ex – Ravi is smart  
 verb              adjective

In the above example, adjective (smart) has been used predicatively.

Note: Some adjectives like sleep, awake, afraid, ashamed, alike, alone etc. are used only predicatively.

For Ex – Ram is afraid.

Sita and Gita are alike.

- Adjective of quantity: Adjectives of quantity are used to denote the quantity of nouns or pronouns.

For Ex – Some, all, any, enough, much etc.

For Ex – Give him some milk.

Enough oil is there in the urn.

Uses of adjectives of quantity.

- Some is used in affirmative sentences before uncountable nouns.

For Ex – I have some oil.

- Any is used in negative sentences before plural countable nouns

For Ex – He does not have any problems.

- Many is used for countable nouns whereas much is used for uncountable nouns.

For Ex – I have many works to do (wrong)

I have much work to do (correct)

I have many pens (correct)

- Adjective of number: Adjective that shows the number of nouns or pronouns is called adjective of number.

Adjective of number is of two types:

- Definite
- Indefinite

- Definite Numerals: These are used to denote an exact number.

For Ex – One car, second boy, first row, etc.

They can again be divided into two parts.

- Ordinals: Definite Adjectives which show the order in which a person or thing stands are called ordinal adjectives

For Ex – The first boy of this row is Raj.

August is the eighth month of the year.

- Cardinals: Definite Adjectives which show the number of nouns are called cardinal adjectives

For Ex – I have seven pens

Shashank has three sisters

(ii) Indefinite Adjectives: Adjectives than do not denote an exact number or order are called Indefinite Adjectives.

For Ex – Few girls have come.

He has several books.

4. Proper Adjective: Adjectives which are formed from proper nouns are called proper Adjectives

For Ex – Gandhian Philosophy

Indian Economy

5. Demonstrative Adjective: Adjectives which point out which person or thing is being talked about are called demonstrative adjectives.

For Ex – That pen is yours.

This boy is fatter than you.

These teams have qualified for the finals

Those trees are quite tall.

Note: When demonstrative words like this, that, these or those precede a noun, they are known as demonstrative adjectives" whereas if these words are followed by a verb, they are called 'demonstrative pronouns'.

For Ex – This is my book

Demonstrativ  
Pronoun

This book is mine.

Demonstrativ  
Adjective

Note: The number of a demonstrative adjective and the noun qualified by it must be same.

For Ex – These kind of Necklace is expensive (wrong)

This kind of Necklace is expensive (correct)

6. Distributive Adjective: Distributive Adjectives are those adjectives which are used to refer to members of a group as individuals.

For Ex – Each student has passed.

Every boy was present yesterday.

Note: Each, every, either or neither can be used both as an adjective (when placed before a noun) and as a pronoun (when followed by some other word)

For Ex – Each boy has come                      Distributive Noun              Adjective  
                   Each of the boys has come.      Distributive                      Pronoun.

7. **Interrogative Adjective:** When Interrogative Pronouns (what/ which/whose) are followed by a noun, then they are said to be Interrogative Adjectives.

For Ex – What kind of man are you?  
                   Which car is yours?

8. **Possessive Adjective:** Adjectives formed from possessive pronouns are called Possessive Adjectives.

For Ex – My book has been lost  
                   Your father is coming.

9. **Emphasizing Adjective:** Adjectives which are used to emphasize a noun are called Emphasizing Adjectives.

For Ex – I cooked it with my own hands.  
                   Emphasizing adjective

10. **Relative Adjectives:** When Relative Pronouns which and what are used as adjectives, they are called relative adjectives.

For Ex – He was injured, which fact

11. **Exclamatory Adjective:** Sometimes ‘what’ is used in exclamatory sentences, such type of usage makes ‘what’ an exclamatory adjective.

For Ex – What a beautiful painting !  
                   What an idea !  
                   Formation Of Adjectives.

(i) Many adjectives are formed from Nouns.

Noun	Adjective	Noun	Adjective
Gold	Golden	Silk	Silken
Gift	Gifted	King	Kingly
Boy	Boyish	Dirt	Dirty
Fool	Foolish	Storm	Stormy
Care	Careful	Pardon	Pardonable
Play	Playful	Laugh	Laughable
Hope	Hopeful	Venture	Venturesome
Trouble	Troublesome	Outrage	Outrageous
Courage	Courageous	Glory	Glorious
Envy	Envious	Man	Manly
Shame	Shameless/Shameful		

(ii) Some adjectives are formed from Verbs.

Verb	Adjective	Verb	Adjective
Cease	Ceaseless	Talk	Talkative
Tire	Tireless	Move	Moveable

(iii) Some adjectives are formed from other Adjectives.

Adjective	Adjective	Adjective	Adjective
White	Whitish	Black	Blackish
Sick	Sickly	Tragic	Tragical
Whole	Wholesome	Three	Threefold

Look at the following sentences

- (i) Ravi is a tall boy
- (ii) Ravi is taller than Rakesh
- (iii) Ravi is the tallest boy of his class.



In the first sentence, 'tall' denotes the quality of Ravi and is therefore an adjective in "positive degree".

In the second sentence, 'taller' denotes the comparison of a quality of Ravi with that of Rakesh and is therefore an adjective in 'comparative degree'.

And, in the third sentence, 'tallest' denotes the highest degree of quality and is therefore an adjective in 'Superlative Degree'.

Hence, adjectives have three types of degree:

1. Positive Degree (when no comparison is made)
2. Comparative Degree (when two things or set of things are compared)
3. Superlative Degree (To denote the highest degree of quality)

**Ways To Change Positive In To Comparative And Superlative Degree**

**Rule 1:** To change an adjective into comparative degree 'er' is added to the positive degree and 'est' is added to change it into superlative degree.

Positive	Comparative	Superlative
Bold	Bolder	Boldest
Deep	Deeper	Deepest
High	Higher	Highest
Strong	Stronger	Strongest
Thick	Thicker	Thickest
Weak	Weaker	Weakest

**Rule 2:** If 'e' is present at the end of a positive degree, 'r' is added to change it into a comparative degree and 'st' to change it into superlative degree.

Positive	Comparative	Superlative
Able	Abler	Ablest
Brave	Braver	Bravest
Fine	Finer	Finest
Noble	Nobler	Noblest
True	Truer	Truest
Wise	Wiser	Wisest

Rule 3: If the positive degree ends in a consonant and a short vowel comes before it, the last consonant is doubled and then 'er' and 'est' are added to change it into comparative and superlative degree respectively.

Positive	Comparative	Superlative
Big	Bigger	Biggest
Fit	Fitter	Fittest
Hot	Hotter	Hottest
Sad	Sadder	Saddest
Thin	Thinner	Thinnest
Wet	Wetter	Wettest

Rule 4: When a positive degree ends in 'y' and a consonant is present before 'y', the 'y' is converted into 'i', and then 'er' and 'est' are added respectively.

Positive	Comparative	Superlative
Dry	Drier	Driest
Happy	Happier	Happiest
Heavy	Heavier	Heaviest
Pretty	Prettier	Prettiest

Note: If a vowel is present before 'y', only 'er' and 'est' should be added.

Positive	Comparative	Superlative
Grey	Greyer	Greyest

Rule 5: Adjectives that are of more than two syllables, are changed to comparative and superlative degree by adding more and most respectively.

Positive	Comparative	Superlative
Beautiful	more beautiful	most beautiful
Courageous	more courageous	most courageous
Intelligent	more intelligent	most intelligent
Pleasant	more pleasant	most pleasant

Note: Certain adjectives do not follow any rule. They get changed completely.

Positive	Comparative	Superlative
Good/well	better	best
Bad/ill	worse	worst
Little	less/lesser	least
Fore	former	foremost/first
Late	later/latter	last/latest
Far	farther	farthest
Near	nearer	nearest/next
Old	older/elder	oldest/eldest
Much/many	more	most

### Correct Usage of Adjectives:

- Positive degree of adjective is used in between 'as ..... as' and 'so ..... as'

For Ex – She is as fair as her sister.

He played as good as he could.

- When one is to be chosen out of two, we use a comparative degree followed by 'of' and preceded by 'the'. But, when one is to be chosen out of more than two, superlative degree is used with 'of' placed immediately after and 'the' placed immediately before the superlative degree.

For Ex – She is the prettiest of two sisters (wrong)

She is the prettier of two sisters (correct)  
 (Comparative degree  
for two)

He is the strongest of all the wrestlers

- Following structure must be followed when two qualities of a noun are being compared.

'Sub + verb + more + positive degree + than + positive degree"

For Ex – He is taller than falter (wrong)

He is more tall than fat. (correct)

- Some comparative adjectives are followed by 'to' and not 'than'. Some of them are Superior, inferior, senior, junior, prior, anterior, posterior, preferable etc."

For Ex – He is junior to me.

Tea is more preferable to coffee.

- If two adjectives are joined by a conjunction, they should be in same degree.

For Ex – My house is bigger and better than yours

Ashish is the richest and kindest person of this town.

- Hyphenated adjectives are never used in plural form.

For Ex – I gave him three ten-rupees notes. (wrong)

I gave him three ten – rupee notes. (correct)

- Possessive adjectives must be placed after 'All' and 'Both' and not before them.

For Ex – Both his brothers have failed

All my friends have reached there.

- To compare one with all the others of same quality, 'any other' (for singular) and 'all others' (for plurals) are used.

For Ex – She is more intelligent than any other student in the class  
 She is more intelligent than all other students in the class.

- Both 'as ..... as' and 'then' are used when we use positive and comparative degree of an adjective together.

For Ex – She is as good as if not better than you.

10. Some adjectives are not used in comparative or superlative degree. Some of those adjectives are 'interior', 'exterior', 'complete', 'perfect', 'final', 'last', 'unique', 'absolute', 'impossible', 'supreme', etc.  
 For Ex – This is more superior than that (wrong)  
 This is superior than that (correct)

11. Some adjective are never used in comparative degree. They are always used in only positive and superlative degree.

### POSITIVE SUPERLATIVE

Northern	Northernmost
Top	Topmost
Eastern	Easternmost.

12. Some Confusing Adjectives:

- (i) Farther and further: Farther means 'at, to, or by a greater distance'.

It's used as comparative of far.

For Ex – My house is at the farther end of the street.

Further means 'additional'.

For Ex – For further information contact, contact me.

- (ii) last and Latest: Last means "after all others in time or order". It refers to position.

For Ex – Lord Mountbatten was the last viceroy of India

Latest means 'of recent date'. It refers to time.

For Ex – I bought the latest mobile phone.

- (iii) Elder (Eldest)/older (oldest): Elder (Eldest) means 'of earlier birth'. It is used only for persons and is confined to members of the same family.

For Ex – Ramesh is my elder brother

Older (oldest) means 'advanced in years'. It can be used for both persons and things.

For Ex – Shivam is older than tina

Hinduism is the oldest religion of the world.

- (iv) Nearest and Next: 'Nearest' means 'not far distant in time or space, or degree or circumstances.' It denotes distance.  
 For Ex – Which is the nearest shopping mall?  
 'Next' means 'immediately following in time or 'order'. It denotes position.  
 For Ex – Virat Kohli will be the next captain of Indian Cricket Team.
- (v) Later and Latter: Later means 'at a subsequent time or stage'.  
 For Ex – She will ask him 'later'.  
 Latter means 'second of the two things or persons'  
 For Ex – The latter innings of the ODI was quite interesting.  
 Note: 'Farmer' is opposite of letter.
- (vi) Fewer and Less: Both fewer and less means 'of small quantity or numbers'.  
 But, fewer is used for countable nouns while less is used for uncountable nouns.  
 For Ex – No fewer than 20 people died in the plain crash.  
 No less than half of the work has been completed.
- (vii) Little/a little/the little: 'Little' means 'limited or below average (hardly any)'  
 It has a negative meaning.  
 For Ex – There is little hope of his survival.  
 'A little' means 'somewhat (though not much)'  
 It has a positive meaning. It is used in context of 'some'.  
 For Ex – A little awareness would have saved his life.  
 'The little' means 'not much but all of that much available'  
 For Ex – He drank off the little water he had.  
 Note: 'Few/a few/the few' and 'little/a little/the little' have same meaning. The only difference being that 'little/a little/the little' are used for uncountable nouns, while 'few/a few/the few' are used for countable noun.

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For Ex – Few (chardly any) students have attended the class today.

A few (some) members are absent.

The few (Not many, but all there are)

Friends he had were all very helpful.

Note: Few is used with plural nouns.

13. If adjective of shape, size, colour, origin etc. come together in a single sentence, then the order of adjective should be as follows.

Opinion > Size > Age > Shape > Colour > Origin > Material > Purpose

For Ex – I bought a big black leather bag for the summer camp. Size colour Material.

### Exercise

1. (a); The two first to arrive/(b) were the lucky/(c) recipients of /(d) the scholarship./ (e) No error.
2. (a); Of the millions of stars/(b) in the galaxy,/(c) how much /(d) support life?/(e) No error.
3. (a); A few chapter/(b) of this book/(c) are important from/(d) examination point of view. / (e) No error.
4. (a); I like singing/(b) more than/(c) to dance/(d) games./ (e) No error.
5. (a); There is not/(b) many traffic/(c) along the street/(d) where they live./ (e) No error
6. (a); The food inspector arrived and discovered/(b) a large number of /(c) hoarded rice/(d) in his shop./ (e) No error.
7. (a); According to me/(b) Rajeev is senior / (c) from any other accountant/ (d) of his office/ (e) No error.
8. (a); Shivam is/(b) the tallest and/(c) smarter student/(d) of his class./ (e) No error.
9. (a); The credit unions are the co-operative/(b) financial institutions similarly to a bank/(c) but unlike banks the credit unions/(d) are owned by the members. ./ (e) No error
- 10 (a); Diamond is/(b) harder than/ (c) any other/(d) metal / (e) No error

11. (a); Sameer ran to the/(b) nearing confectionary store to/(c) buy biscuits as his parents/(d) were expecting guests./ (e) No error.
12. (a); It was thought/ (b) that he'd committed the crime/(c) but there wasn't /(d) sufficiently evidence to convict him./ (e) No error.
13. (a); Although his speech/(b) was not very clearly/(c) everyone understood/(d) the underlying meaning./ (e) No error.
14. (a); He is the most/(b) intelligent and also/(c) the very talented/(d) student of the college./ (e) No error.
15. (a); A Ten-miles walk/(b) is really a/ (c) herculean task for/(d) someone of his age./ (e) No error.
16. (a); The deplorably/(b) events of/(c) 1947 were / (d) reenacted in 1983. / (e) No error.
17. (a); Fingers bowl is typically served/(b) before the dessert course/(c) arriving with the dessert plate and with/(d) a linen doily between plate and bowl./ (e) No error
18. (a); The number of / (b) cases of robbery has / (c) risen this year by / (d) as many as 30% / (e) No error.
19. (a); Ten thousand of candidates/ (b) attended the conference/(c) held in the/(d) Head branch of Career Power./ (e) No error.
20. (a); These sort of men/(b) achieve their goals by hook or by crook/(c) so they do not/(d) deserve any applause. / (e) No error.
21. (a); Can you tell me / (b) how many/(c) eggs and milk/(d) he has brought/ (e) No error.
22. (a); Ashish bought/(b) golden long round earrings/(c) for his mother/ (d) on her birthday./ (e) No error.
23. (a); The police investigation/(b) revealed that the murderer/(c) had used a sharp long knife/(d) for killing Mr. Kumar./ (e) No error.
24. (a); Sanjay is more industrious/(b) and smarter than/(c) any other player/(d) of his team./ (e) No error.
25. (a); My house/(b) is further/(c) than/(d) his house./ (e) No error

26. (a); This book is undoubtedly/(b) preferable than/ (c)that and its content and concepts / (d) are also comparatively good./ (e) No error.
27. (a); Do you know that / (b) the latest/(c) boy in the row/(d) is my brother./ (e) No error.
28. (a); Everybody knows/(b) that Ravina is/(c) the most unique/(d) dancer of this school./ (e) No error.
29. (a); He does not have/(b) some time to prepare /(c) for the exam so he is/(d) anxious./ (e) No error.
- 30 (a); Suman is as older as/(b) her husband yet/(c) she looks younger/ (d) than him./ (e) No error.
31. (a); Although, Sameer and Vishal/(b) are tall but /(c) Vishal is comparatively taller/(d) than Sameer./ (e) No error.
32. (a); Sam is as smart/(b) if not /(c) smarter than/(d) they/ (e) No error
33. (a); Govind felt/(b) sadly to learn that/(c) his brother had/(d) failed the UPSC exam./ (e) No error
34. (a); She is comparatively/(b)stronger/(c)in Mathematics/(d) than in any other subject./ (e) No error.
35. (a); Many a/(b) girls are/(c) present/(d) today/ (e) No error.
36. (a); The dishonest/(b) are/(c) panelised /(d) sooner or later/ (e) No error.
37. (a); My all /(b) relatives will come/(c) tomorrow to attend/ (d)my sister's wedding. / (e) No error.
38. (a); Ravish is stronger/(b) enough to lift/(c) these boxes/(d) on his own,/ (e) No error
39. (a); Mahabharata is larger/ (b) than/(c) all the mythologies/(d) of Hindus/ (e) No error.
- 40 (a); She offered/(b) me a /(c) steamed cup/(d) of coffee/ (e) No error.
41. (a); She ran so fastly / (b) that she reached/(c) the station in/(d) just two minutes./ (e) No error.
42. (a); She speaks/ (b) so loudly that/ (c) even a deaf/ (d) can hear her voice./ (e) No error.

43. (a); I am / (b) more happier / (c) here than / I was in the UK ./ No error.
44. (a); This might be / (b) the more difficult / (c) task he would / (d) ever perform ./ (e) No error.
45. (a); The ratings / (b) of this movie / (c) are higher than / (d) that of any movie / (e) No error.
46. (a); In the market / (b) were the more / (c) popular encyclopedias and science journals / (d) for the students ./ (e) No error.
47. (a); In his adulthood / (b) a person is / (c) likely to get / (d) more wise day by day ./ (e) No error.
48. (a); Her impudent behavior / (b) was completely / (c) inappropriate for such / (d) a formal occasion ./ (e) No error.
49. (a); A robot / (b) is thousand times / (c) more efficient / (d) than a man ./ (e) No error.
50. (a); It very often / (b) happens that a / (c) man who talks / (d) most does little ./ (e) No error.

### Solutions

1. (a); 'The first two' should be used in place of 'The two first'. Since, 'ordinals' are always used before 'cardinals'.
2. (c); 'Many' Should be used in place of 'much'. Since, 'many' is used for 'countable' nouns and 'much' is used for 'uncountable' nouns and 'stars' are countable.  
Note: Stars are countless, not uncountable.
3. (a); 'chapters' should be used in place of 'chapter'. Since, 'a few' is always followed by a plural noun.
4. (c); 'to dance' should be replaced with 'dancing'. Since, singing is a gerund and it should be compared with a gerund only.
5. (b); 'much' should be used in place of 'many' since, 'Traffic' is an uncountable noun.
6. (b); 'Rice' is an uncountable noun. Hence, 'quantity' should be used in place of 'numbers'.
7. (c); 'Senior' is always followed by 'to' Hence, 'to' should be used in place of 'from'.

8. (c); 'Smartest' should be used in place of 'smarter', since, 'Adjectives' of same degree are used for a single noun or pronoun.
9. (b); 'Similar' should be used in place of 'Similarly'. Since, 'similar' is an adjective which should be used to qualify a noun.
10. (c); 'Any metal' should be used in place of 'any other metal'. Since, diamond is not a metal.

Note: If something is compared with all the others of the same class, then 'all/any other' is used to exclude the former from the whole class. Whereas, if something is compared with a completely different class, then 'any' + 'name of class' is used.

For eg:- Gold is costlier than 'any other' metal. Here, 'any other' separates gold from the whole class of metals.

Diamond is harder than any metal. Here, 'any 'metal' is used since 'Diamond' is not a metal.

11. (b); 'nearby' should be used in place of 'nearing' since 'nearing' is not an adjective. Hence, an adjective, 'nearby' should be used to qualify 'grocery store'
12. (d); 'sufficient' (an adjective) should be used in place of 'sufficiently' (an adverb) to qualify 'evidence' (a noun).
13. (b); 'Clear' can 'adjective' should be used in place of 'clearly (an adverb) to qualify 'voice' (a noun).
14. (c); 'Most' should be used in place of 'very'. For explanation refer to question-8.
15. (a); 'Ten-mile walk' should be used place of 'Ten-miles walk'. Since, Hyphenated adjectives are always used in singular form.
16. (a); 'deplorable' should be used in place of 'deplorably'.
17. (a); 'Finger bowl' should be used in place of 'fingers bowl', Since, here 'finger's is used as an adjective and if a noun is used as an adjective, it should be in singular form.
18. (d); 'as much as' should be used in place of 'as many as'. Since, when a plural number is used as a singular unit, 'much' is used.

19. (a); 'of' should not be used here. Since, 'of' does not follow a definite numeral adjective.
20. (a); 'These sorts of men' should be used in place of 'These sort of men'. Since, words like 'sort', 'kind', etc. are used in plural form, when they are used as an adjective to qualify a plural noun.
21. (b); 'How much' should be used in place of 'How many. Since, oil is an uncountable noun, therefore, 'much' should be used.
22. (b); 'Long round golden earrings' should be used in place of 'golden long round earrings' for explanation refer to 13 of correct usage of adjectives.
23. (c); 'Long sharp knife' is the correct usage as per rule 13 of 'correct usage of adjectives.'
24. (e); No error.
25. (b); 'farther' should be used in place of 'further' Refer to rule 12 (i) for explanation.
26. (b); 'to' should be used in place of 'than' Since 'preferable' is followed by 'to'
27. (b); 'last' should be used in place of 'latest' refer to rule 12 (ii) for explanation.
28. (c); 'a unique' should be used in place of the unique'. Since, 'Unique' is not used in superlative or comparative degree.
29. (b); 'any' should be used in place of 'some'. Since, 'any' is used in negative sentences and 'some' is used in positive sentences.
30. (a); 'older' should be used in place of 'old'. Since 'comparative + and + comparative' is used to show a gradual change.
31. (c); 'tall' should be used in place of 'taller' since the word 'Comparatively' is not followed by a comparative degree.
32. (a); 'as smart as as' is the correct usage.
33. (b); 'sad' should be used in place of 'sadly'. Since, an adjective (here, sad) is used with verbs of sensation.
34. (b); 'Strong' should be used in place of 'stronger'. See question 31 for explanation.

35. (b); 'girl is' should be in place of 'girls are' since 'many a' is followed by singular noun and singular verb.
36. (b); 'are' should be used in place of 'is' since an adjective becomes a plural common noun whenever 'the' precedes it.
37. (a); 'All my' should be used in place of my all.
38. (a); 'Strong' should be used in place of 'stronger' since 'enough' is always preceded by a positive degree.
39. (c); 'All other mythologies' should be used in place of 'all the mythologies'. For explanation refer to question – 10.
40. (e); No error.
41. (a); 'fast' should be used in place of 'fastly'.
42. (b); 'loud' should be used in place of 'loudly'. Since, an adjective of positive degree is used in between "So \_\_\_\_\_ that".
43. (b); 'more' should not be used here. Since, two comparative degrees are not used together.
44. (b); 'most' should be used in place of 'more'. Since, the 'task' is compared will all the other tasks. Hence, superlative degree should be used.
45. (d); 'Any other movie' should be used in place of 'Any movie. For explanation refer to question – 10.
46. (b); 'most' should be used in place of 'more'.
47. (d); 'wiser' should be used in place of 'more wise'. Since 'weaker' is the comparative degree of 'weak'.
48. (e); No error.
49. (c); 'efficient' should be used in place of 'more efficient' Since, comparative degree not used with 'times'.
50. (d); 'much' should be used in place of 'most' since 'work' is uncountable.

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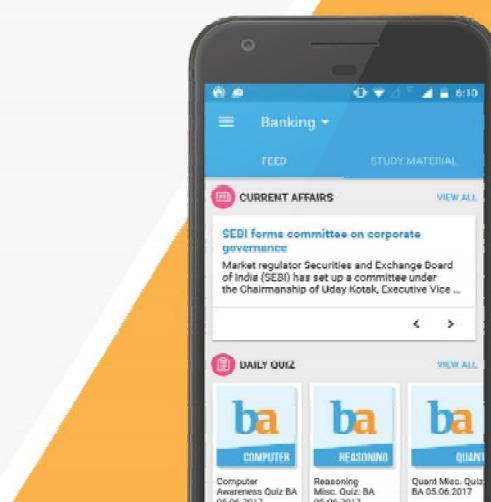


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# Bank English Language

*Chapter*

9

Verb



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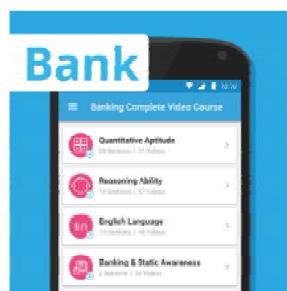
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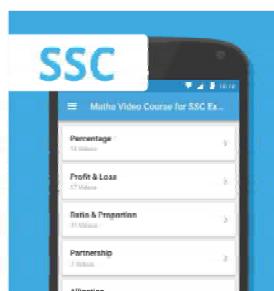
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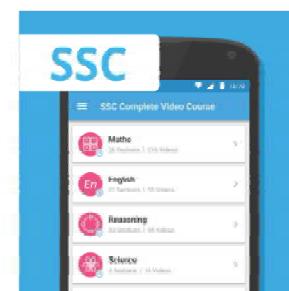
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## Chapter

## 9

**Verb**

Verbs have traditionally been defined as "action" words or "doing" words. The verb in the following sentence is rides:

Paul rides a bicycle

Here, the verb rides certainly denotes an action which Paul performs - the action of riding a bicycle. However, there are many verbs which do not denote an action at all. For example, in Paul seems unhappy, we cannot say that the verb seems denotes an action. We would hardly say that Paul is performing any action when he seems unhappy. So the notion of verbs as "action" words is somewhat limited.

### KINDS OF VERBS:

- 1. Finite verbs
- 2. Non-finite verbs
- 3. Transitive verbs
- 4. Intransitive verbs

**1. Finite Verbs:** Finite Verbs are those verbs that have a definite relation with the subject or noun. These verbs are usually the main verb of a clause or sentence and can be changed according to the noun. They are used only in present and past tense.

She walks home.

- Here we see that the finite verb is walks and the pronoun is 'she'.

She walked home.

- Here we can see how the verb changed/modified to change the tense of the sentence.

**2. Non-finite verbs:** These verbs cannot be the main verb of a clause or sentence as they do not talk about the action that is being performed by the subject or noun. They do not indicate any tense, mood or gender. They are used as nouns, adverbs and adjectives. They are also used to form non-finite clauses which are simply dependent clauses that use non-finite verbs.

Non-finite verbs are of the following three types:



Note: With the following verbs/ adjectives/ phrases 'V<sub>1</sub> + ing' is used after 'to'.

**Ex –** Verb+ used to, accustomed to, averse to, with a view to, addicted to, devoted to, in addition to, look forward to, object to, owing to, given to, taken to, prone to.

Ex – I. He is addicted to smoking.  
II. I am looking forward to meeting you.

In other words, after all the prepositions (including 'to'), if a verb comes, the verb has to be in 'V<sub>1</sub>+ing'

Ex – (a) I am looking forward to meeting you.  
(b) He is given to drinking.  
(c) He is prone to making the same mistake.

(c) Participle Verb: A participle is usually formed by adding -ing or -ed to a verb. It functions as an adjective.

Ex – (a) The singing bird was the main attraction at the event.  
(b) The injured man was waiting for the doctor.

3. Transitive Verb: If a verb requires an object after it, it is called a transitive verb.

I saw the dog. (the dog - direct object)

Lee ate the pie. (the pie - direct object)

**4. Intransitive Verb:** An intransitive verb is one that does not take a direct object. In other words, it is not done to someone or something. It only involves the subject.

He laughed.

(Laughed is an intransitive verb. It has no direct object.)

He told a joke.

(Told is a transitive verb. The direct object is a joke. You can tell something. You can tell a story, a lie, a joke, etc.)

### MODALS

A modal (like can, must, should, etc.) is a verb which is used with another verb in order to express an idea such as possibility, responsibility, compulsion, etc.

For Ex – (a) You must come on Wednesday.

(b) You should bring this book tomorrow.

Note: A modal is always followed by the first form of verb.

For Ex – One must obey one's elders.

### USE OF MODALS:

1. Can: 'Can' is used to denote 'ability'.

For Ex – I can run as fast as you.

'Can' is also used to denote request.

For Ex – Can I use your pen?

Can is also used for giving 'Permission'.

For Ex – You can use my pen.

2. Could: 'Could' is used as past participle of can.

For Ex – When she was younger, she could run 10 km and not get without tired.

'Could' can also be used to show possibility.

For Ex – A lot of money could be saved.

3. May: 'May' is used to denote possibility.

For Ex – I may come tomorrow.

May is used to denote 'permission'.

For Ex – You may come in.

'May' can also be used for taking permission.

For Ex – May I come in?

4. Might: 'Might' Can be used to denote possibility.

For Ex – He might have reached there by now.

'Might' also denotes 'suggestion'.

For Ex – You might try a little more salt in the curry next time.

5. Must: 'Must' denotes 'Necessity'

For Ex – One must sleep for 8 – 10 hours.

'Must' is also used to denote strong possibility.

For Ex – He looks quite sad, he must have failed.

6. Would: Would is used to refer to future time.

For Ex – I would love to see you tomorrow.

'Would' is also used to denote choice.

For Ex – I would prefer tea to coffee.

'Would' is also used to make a 'request'

For Ex – Would you please lend me 10 rupees.

'Would' is also used to express a 'Wish'

For Ex – I wish, I would succeed in my life.

'Would' is also used to express an 'Opinion'

For Ex – I think he would pass the test.

7. Should: 'Should' is used to denote duty.

For Ex – You should respect your teachers.

'Should' is also used to express an advice

For Ex – You should work hard to pass the exam.

Note: Conjunction 'Lest' is generally followed by 'Should'.

For Ex – Work hard lest you should fail.

8. Ought to: 'Ought to' is used to denote 'moral duty'

For Ex – You ought to help poors

We ought not to disrespect our elders.

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9. Used to: 'Used to' is used to denote Something that is done or experienced in the past but is no longer done or experienced.  
 For Ex – I used to play cricket but now I don't like it.  
                  I did not use to eat egg.
10. Dare:   Dare is used to denote challenge or courage :  
 For Ex – Nobody dares to oppose him.  
                  They dare not ask for any further loan.
11. Need:   Need denotes requirements.  
 For Ex – I need to buy a new house.  
                  You need not take off your blazer.
12. Will:   Will is used to talk about the future.  
 For Ex – Ravi will call you tomorrow.  
                  Will is used to make a request.  
 For Ex – Will you give me your phone?
13. Shall: Shall is used instead of 'will' when the subject is first person ('I' and 'we').  
 For Ex – I Shall go to school tomorrow.  
 Note: In modern English, 'Will' can be used with both 'I' and 'Will' as well.

### Exercise

Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistakes (if any).

1. (a) He is very / (b) drunk, so he / (c) cannot tell / (d) you his name. / (e) No error.
2. (a) A few selfish leaders are / (b) bent to harm the / (c) very foundation / (d) of the democracy. / (e) No error.
3. (a) You should avoid / (b) to go to office as you / (c) have severe / (d) eye infection. / (e) No error.
4. (a) Everyone considered him as / (b) a brave man / (c) but he fled from / (d) the battlefield. / (e) No error.

5. (a) My father does not / (b) mind to be disturbed / (c) while he is reading/ (d) the newspaper. / (e) No error.
6. (a) Perhaps you do not know / (b) I am having a car and a jeep / (c) besides a big house/ (d) in a good locality./ (e) No error.
7. (a) I bade him / (b) to submit all the / (c) important documents / (d) before he left the job. / (e) No error.
8. (a) Mrs Dorai would rather / (b) spend a quiet evening / (c) than attending/ (d) a party / (e) No error
9. (a) The life-guard would not / (b) let the children / (c) to swim at the / (d) deep end of the pool. / (e) No error.
10. (a) Walking along the / (b) bank of the river / (c) the road / (d) began to rise. / (e) No error
11. (a) His assistants have and / (b) are still doing / (c) excellent work/ (d) for the organisation. / (e) No error .
12. (a) After the teacher had told the boys / (b) how to pronounce the word / (c) all of them in one voice / (d) repeated the word again. / (e) No error
13. (a) I declined the invitation / (b) not because I did not / (c) want to go, but because / (d) I have no time. / (e) No error .
14. (a) Even after sixty years of independence / (b) lakhs of people / (c) do not have / (d) bed to sleep / (e) No error .
15. (a) It being a stormy night, / (b) you must thought of postponing / (c) all your programmes / (d) till tomorrow morning. / (e) No error
16. (a) We would also like to help you / (b) if you intend to execute / (c) such lofty plans for the welfare / (d) of the society./ (e) No error
17. (a) The unreasonable behavior / (b) of his daughter / (c) was thoroughly / (d) upset Mr. Gupta./ (e) No error
18. (a) Rajan abided by all / (b) the rules which were / (c) explained to him / (d) before the programme. / (e) No error
19. (a) They did not came/ (b) out victorious, / (c) yet they were not disappointed / (d) rather satisfied because they had played well. / (e) No error

20. (a) He complained to the police / (b) that his briefcase had been stolen  
/ (c) and that was lift / (d) without any money. / (e) No error

21. (a) It is true / (b) that the poor is unable / (c) to get nourished / (d)  
food even today. / (e) No error

22. (a) Unless these differences / (b) will be resolved soon/ (c) there will  
be an adverse / (d) effect on foreign investment. / (e) No error

23. (a) His dishonest acts / (b) have made his / (c) parents bent / (d) their  
heads in shame. / (e) No error

24. (a) Though none of his so-called / (b) well wishers / (c) forwarded to  
help, I helped him by/(d) completing his work on time. / (e) No error

25. (a) The number of / (b) ATMs are being/ (c)increased to serve / (d)  
customers better / (e) No error

Direction (1 – 25): Fill in the blanks with the right option:



17. She \_\_\_\_\_ be friendly, but she usually isn't.



18. I \_\_\_\_\_ leave now. My parents are waiting for me.



19. Sammy \_\_\_\_\_ lift that heavy box. He is too small.



20. You have not done so well. You \_\_\_\_\_ have studied harder.



21. He \_\_\_\_\_ run faster if he was not so lazy.



22. The project \_\_\_\_\_ be finished in two years time.



23. He \_\_\_\_\_ not disobey his parents.



24. Mustafa come to the party, but nobody is sure.

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## Solutions

1. (d); No correction required.
2. (b); Change 'bent to harm' on 'bent to harming'. 'Bent on' means determined to do.
3. (b); Change 'to go' to 'going'. Gerund comes after 'avoid'.
4. (a); Remove 'as'. 'Considered' is not followed by 'as'.
5. (b); 'Gerund' will come after 'mind'. Change 'be' into 'being'.
6. (b); Change 'am having' into 'have'. When 'have' means 'to possess', it does not take 'ing' form.
7. (b); 'Bade' ( $V_2$  of bid) takes 'plain infinitive' ( $V_1$ ) after it and not 'infinitive' (to +  $V_1$ ). Change 'to submit' into 'submit'.
8. (c); Use 'attend' after 'than'. Because 'would rather' is followed by ' $V_1$ ' and after 'than' the form ' $V_1$ ' will come.
9. (c); Use  $V_1$  after 'let'. Remove 'to'.
10. (a); Add 'while I was' before 'walking alone'.
11. (a); Add 'done' after 'have'. Different forms of verbs should be used in a sentence if required.
12. (a); Remove 'again'. 'Repeat' should not be followed by 'again' because this will make the sentence superfluous.
13. (d); Change 'have' to 'had'. The sentence is in past.
14. (c); Add 'in' after 'sleep'. If 'infinitive' is used after 'noun' then appropriate preposition should follow 'infinitive'.
15. (b); Change 'thought' to 'think' as 'must' is a modal which is always followed by  $V_1$ .
16. (d); No correction required.
17. (c); Remove 'was'
18. (d); No correction required.
19. (a); Replace 'came' with 'come' as did not is always followed by  $V_1$ .
20. (c); Replace 'lifted' with 'left' as 'lift' means raise to a higher position or level and 'left' means go away from.

21. (b); Replace 'is' with 'are' as here 'poor' stands for 'poor people'.
22. (b); Substitute 'are' for 'will be'. When two future events are to be expressed in a sentence the first event is expressed in simple present tense while the subsequent event is expressed in simple future tense. Hence first 'will be' should be replaced with 'are'.
23. (b); Replace 'bent' with 'bend'. When used as bare infinitive 'made' agrees with V<sub>1</sub>.
24. (b); Replace 'forwarded to help' with 'came for help'.
25. (b); Write 'ATM is' because 'the number' agrees with singular verb.
- Direction (1 – 25): Fill in the blanks with the right option:
1. (b); should ; Since, 'should' is used to show what is the correct or best thing to do
  2. (d); must ; Since, 'must' is used to show compulsion .
  3. (a); could ; Since, 'could' is used to show possibility.
  4. (c); Would ; Since, 'would' is used to take permission or ask preference.
  5. (e) must ; Since 'must' is used to denote compulsion.
  6. (a); May ; Since, 'may' is used to take permission.
  7. (d); Ought to; Since, 'ought to' is used to denote moral duty.
  8. (d); will ; For some future course of action, 'will' is used.
  9. (a); need to ; The main verb need is followed by 'to' when used with another verb.
  10. (e); can ; 'can' is used to show ability of a person.
  11. (d); could; Here, we need a modal verb which shows ability of Leela to swim, hence, 'can' and 'could' can be the correct option. But the phrase 'she was one year old' suggests that the modal to be used should be in past form, hence, 'could' is the most appropriate option.
  12. (b); may; 'May' is used to ask for taking permission.
  13. (a); must; 'must' is used to show some compulsion.
  14. (d); ought not to; ought not to is used to show when it is necessary or would be a good thing to not perform the activity referred to by the following verb

15. (c); should; 'should' is used to say or ask what is the correct or best thing to do.
16. (b); used to; 'used to' is generally used to show some past habit.
17. (d); could; 'could' is used to express possibility, especially slight or uncertain possibility.
18. (a); must; 'must' is used to show that it is necessary or very important that something happens in the present or future
19. (d); cannot; 'cannot' is the negative form of the verb 'can'. It is used to show the 'disability' of a person to do something
20. (b); ought to; 'ought to' is the correct option.
21. (e); could; 'could' is used to show ability of a person.
22. (d); should; 'should' is also used to show possibility.
23. (b); dare; 'dare' is the correct option.
24. (a); might; 'might' is used to denote light possibility.
25. (c); used to; 'used to' is used to denote some action which was 'done or experienced in the past'

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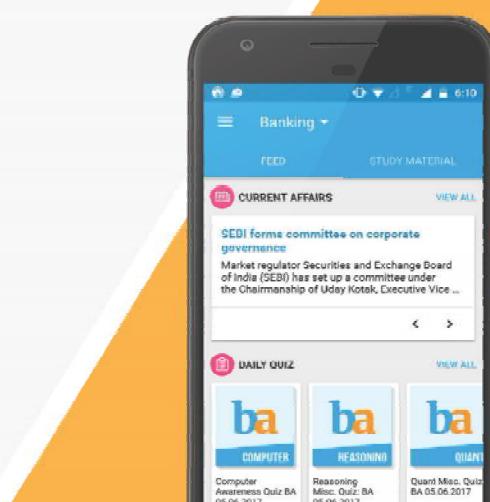


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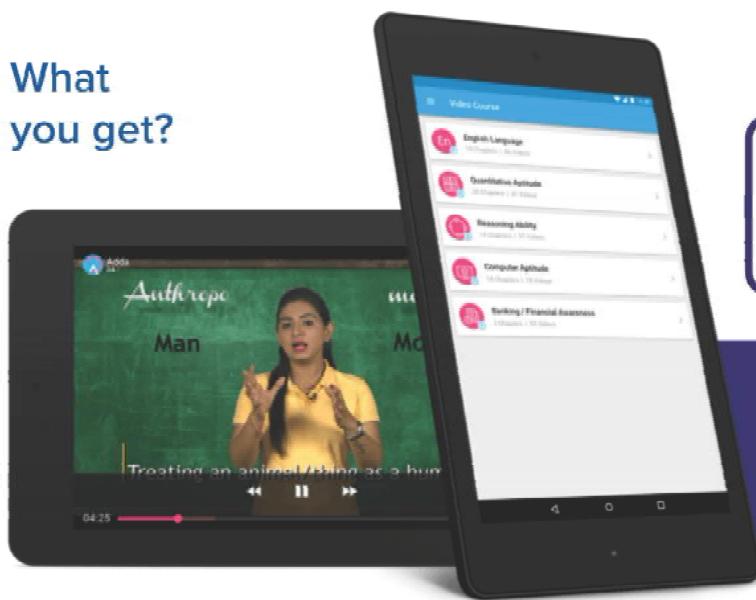
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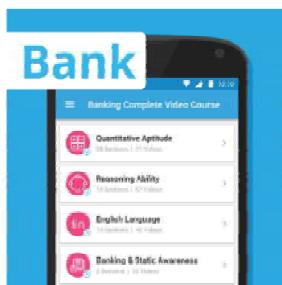


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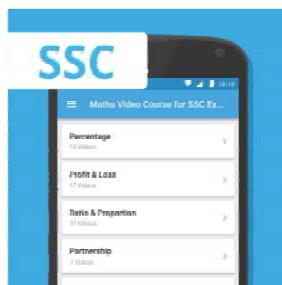


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Chapter  
**10**

# Adverb

## Introduction

→ An adverb is word that qualifies:-

(a) A verb

Ex - He speaks softly  
 Verb                    Adverb

(b) An adjective

Ex - He drank very hot tea  
 Adverb                    adj

(c) An adverb

Ex - He worked quite hard  
 Adverb                    adverb

(d) A preposition

Ex - The helicopter hovered exactly over his house.  
 Adverb                    prep

(e) A conjunction

Ex - He likes her simply because she has a clear conscience.  
 Adverb                    conj

(f) A complete sentence

Ex - Fortunately he did not hurt himself.  
 Adverb                    Sentence

→ Usually, an adjective qualifies a noun or pronoun but a few adverbs for Ex: 'only' even at last, almost, can also be used for same purpose.

Ex - (1) Only Hari has passed.  
 Adverb                    Noun

(2) Only they can save you.  
 Adverb      Pronoun

### Classification of Adverbs:

→ Adverbs are of three types:

1. Simple adverbs
2. Interrogative adverbs
3. Relative adverbs

1. Simple Adverb: If denotes time, place, number, manner, frequency, degree, affirmation, or negation.

(i) Adverb of Manner: An adverb of manner tells how a work is done.

The following words express the manner of an action and answer the question 'how', boldly, bravely, quickly, slowly, easily, badly, well, etc.

Ex – He works honestly.

He works slowly.

Remember: The adverb ending in 'ly' generally comes under adverb of manner.

Adjective	Adverb
Slow	Slowly
Glad	Gladly
Honest	Honestly

→ Miser, niggard, scholar & coward are few nouns in which we often get confused between their adjective and adverb forms.

Noun	Adjective form	Adverb form
Coward	Cowardly	In a cowardly manner
Miser	Miserly	In a miserly manner
Scholar	Scholarly	In a scholarly

Remember:

→ A few words have the same adverb and adjective forms.

Ex – Fast, straight, out right, direct, hard, late high, safe and quiet.

Ex – Adverb    Adjective  
He world hard    This is a hard work

- Adverb of time: after, ago, early, late, now, then, soon, today, tomorrow etc. are adverbs of time.  
It shows when did the action take place.  
Ex – I came late.
- Adverb of place: here, there, near, by, up, down, in, out, everywhere, nowhere, somewhere, anywhere, nowhere else etc. are some examples of adverb of place.  
Ex – I. Where is your match?  
II. It is here.
- Adverbs of manner: boldly, bravely, quickly, slowly, easily, badly, hard, how, fast, well, etc. are some example of adverb of manner.  
Ex – I. How is she typing?  
II. She is typing carefully.
- Adverb of frequency/number: once, twice, thrice, always, never, seldom, often, frequently etc. are some examples of adverb of frequency/number.  
It shows how often.  
Ex – I. He is always punctual.  
II. She has always helped me.
- Adverbs of degree: almost, very, very much, too, enough, so much, just, of course, quite rather, rarely, hardly, much, more, most, barely, etc. are some examples of adverb of degree.  
Ex – I. He is too ill to go to work.  
II. He is rich enough to maintain a car.
- Adverbs of reason: So, hence, therefore, on account of consequently etc. are some examples of adverb of reason.  
Ex – I. I could not come because I was not well.  
II. I do not like him since he has cheated my people.
- Adverbs of affirmation: Surely, certainly, truly, etc. are some examples of adverb of affirmation.  
Ex – I. She will truly help you.  
II. I will surely repay the loan

→ Adverbs of negation: No, not, never etc. are some examples of adverb of negation.

- Ex – I. He did not reply to my letter.  
II. I have never cheated anybody.

→ Relative adverbs: When, where, why and how, etc. are some examples of relative adverb.

- Ex – I. I do not know where he was gone.  
II. He will come when I call him.

→ Interrogative adverbs: Why, when, where, now, etc. are some examples of interrogative adverb.

- Ex – Why are you surprised?  
Where has she seen me?

### Degrees Of comparison

Adverbs has three degree of comparison : positive, comparative and superlative.

	Positive	Comparative	superlative
(a)	fast	faster	fastest
	hard	harder	hardest
	high	higher	highest
(b)	slowly	more slowly	most slowly
	politely	more politely	most politely
	wisely	more wisely	most wisely
(c)	well	better	best
	badly	worse	worst
	much	more	most
	little	less	least

Rule 1: With the positive degree 'as + positive degree + as' is used in the affirmative and 'not + as + positive degree + as' is used in the negative.

- Ex – I. Suresh works as hard as Ramesh.  
II. He does not sing as melodiously as she does.

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- Rule 2: With the comparative degree we use 'comparative form + than'.  
For example.  
Ex – Dolly works harder than Daisy.
- Rule 3: With the comparative degree we can use 'of the two + noun ..... + the + comparative' form.  
Ex – Of the two girls Lina behaves the more politely
- Rule 4: The construction 'the + comparative ..... the + comparative' is used to express parallel increase or decrease.  
Ex – The higher you go the wider it is.
- Rule 5: 'Else' is followed by 'but' and 'rather' is followed by 'than'.  
Ex – I. I would rather die than beg.  
II. It is nothing else than foolishness. (Use 'than' in place of 'but')
- Rule 6: Adverbs like seldom, never, nowhere, nothing, hardly, scarcely, neither, barely, rarely are negative in meaning.  
Ex – I. I rarely went to meet nobody. (Use 'anybody' in place of 'nobody')  
II. I hardly know somebody about you. (Use 'anybody' in place of 'somebody')
- Rule 7: Negative words like not/never is not used with deny, forbid, both, unless, until, lest, hardly, scarcely, rarely, seldom and too.  
Ex – I. She denied that she had not done anything wrong.  
(Delete 'Not')  
II. Both of us are not going there. (✗)  
III. Neither of us is going there. (✓)
- Rule 8: 1 Adverb 'as' can be used with — regard, describe, define, treat, view, know.  
2 Adverb 'as' cannot – be used with – Name, elect, think, consider, call, appoint, make, choose.  
Ex – I. I regard him my brother. (Add 'as' after him).  
II. She is considered as the best – student of my class (Drop 'as' after 'considered')

Rule 9: 'Seldom or never', 'seldom, if ever', 'little or nothing', 'little, if anything' are correct but it is wrong to say 'seldom or ever' or 'little or anything'.

Ex – He seldom or never goes to see movies.

Rule 10: Verbs of sensation (Taste, Smell, feel, Appear, sound and look) should take adjective and not adverb after them.

Ex – I. I **look honest**  
(Verb of sensation) (adjective)

II. I **work honestly**  
(Ordinary Verb) (adverb)

III. I **felt bad**  
(Verb of Sensation) (adjective)

Rule 11: Mainly, masterly, slovenly, friendly, orderly, gentlemanly, sickly, weekly, monthly are adjectives which must not be mistaken as adverbs just because they end in 'ly'.

Ex – He behaved friendly (✗)

He behaved in a friendly manner. (✓)

Rule 12: To emphasize the adverb, it is used at the beginning of the sentence.

Ex – I. Off she goes.

II. Here comes the chief guest.

Rule 13: Adverb of time (always, never ever, often, seldom, sometimes) are used before the verbs that they modify. But if these adverbs come at the beginning of the sentence, the sentence takes inversion form which means the verb/helping verb at the beginning of the sentence.

Ex – I. Seldom he comes to Delhi. (✗)

Seldom does he come to Delhi (✓)

II. Never I'll go there (✗)

Never shall I go there (✓)

**Exercise**

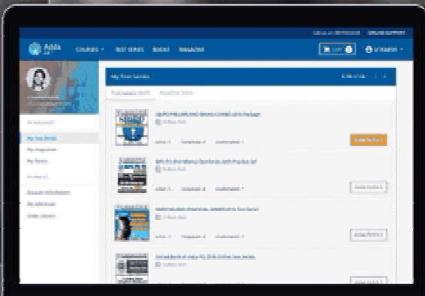
Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistake (if any).

1. (a) Her speech was / (b) not clearly but / (c) we understood / (d) the underlying meaning. / (e) No error
2. (a) Teena worked / (b) very hardly / (c) as she wanted / (d) to be surgeon / (e) No error
3. (a) You have / (b) acted nobler / (c) than / (d) all of us. / (e) No error.
4. (a) When she received / (b) the good news, she ran / (c) straightly to / (d) call up her parents. / (e) No error.
5. (a) Rahul could not scarcely / (b) conceal his / (c) happiness at / (d) my resignation. / (e) No error.
6. (a) We seldom or ever / (b) go out these days / (c) because it is too / (d) hot now-a-days. / (e) No error
7. (a) The State Government / (b) appointed him as / (c) officer-in-charge. / last month. (d) / No error (e)
8. (a) Great leaders tried / (b) to eradicate social / (c) evil practices / (d) with tooth and nail. / (e) No error
9. (a) She is either / (b) dumb or / (c) deaf, if / (d) not both. / (e) No error
10. (a) She does her / (b) work good / (c) as she is / (d) a trained nurse. / (e) No error
11. (a) Outright rejection / (b) of my plea / (c) disappointed me. / (d) a lot. / (e) No error
12. (a) My father / (b) is very quicker / (c) than I / (d) at Chess. / (e) No error
13. (a) I / (b) see him often / (c) at the / (d) bus terminal. / (e) No error
14. (a) I refused to consider / (b) him as an honest boy / (c) as he had / (d) cheated many people. / (e) No error
15. (a) I have / (b) never seen a / (c) coward man. / (d) like Rohan. / (e) No error

16. (a) A man of fifty / (b) cannot be / (c) called / (d) as young. / (e) No error.
17. (a) He is enough tall / (b) to be selected / (c) as Sub Inspector / (d) In Delhi Police. / (e) No error
18. (a) I did not know hardly / (b) anyone in the college / (c) and so I felt lonely / (d) all the time. / (e) No error.
19. (a) I never remember / (b) to have met a / (c) more intelligent / (d) man in my life. / (e) No error.
20. (a) All the pupils / (b) stood up respectively / (c) as the teacher / (d) entered the room / (e) No error.
21. (a) Mangoes taste / (b) more sweetly than / (c) any other fruit / (d) of this world. / (e) No error
22. (a) Never in the history / (b) there has been / (c) as shrewd a / (d) mentor as Chanakya. / (e) No error.
23. (a) She had barely / (b) nothing to wear / (c) when she came / (d) to me for help. / (e) No error.
24. (a) Vijay could not / (b) scarcely conceal his / (c) happiness at / (d) my resignation. / (e) No error.
25. (a) It rained / (b) like cats and dogs / (c) throughout / (d) the night. / (e) No error
26. (a) Though he was brave, / (b) he could not face / (c) the ups and downs / (d) of the manly. / (e) No error
27. (a) I am full / (b) of energy today / (c) because I soundly / (d) slept last night / (e) No error
28. (a) When I read his biography, / (b) I hardly found something / (c) in his character that / (d) I could admire. / (e) No error
29. (a) He is / (b) niggard and / (c) saves each / (d) every paise / (e) No error.
30. (a) Her speech was / (b) not clearly but / (c) we understood / (d) the underlying meaning. / (e) No error
31. (a) We usual have / (b) a meeting of / (c) all department / (d) heads every Friday / (e) No error

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32. (a) Donations received / (b) by the Trust / (c) will be proper / (d) accounted for. / (e) No error
33. (a) He admitted to / (b) me that had not / (c) adequate prepared / (d) for the test. / (e) No error
34. (a) It was too cold for / (b) go out last evening / (c) so we all / (d) stayed at home. / (e) No error
35. (a) The latest study by NASSCOM / (b) indicates possibly short / (c) of five lakh qualified / (d) engineers in the IT industry. / (e) No error

## Solutions

1. (b); 'Speech (noun) will be qualified by an adjective 'clear'.
2. (b); 'Hard' must replace 'hardly' here.
3. (b); Use 'more nobly'. 'Nobler' is an adjective and here we need an adverb.
4. (c); 'Straight' is both adverb and adjective. 'Straightly' is a wrong word.
5. (a); Scarcely cannot be used with 'not'.
6. (a); 'Seldom' is followed either by 'if ever' or by 'or never'
7. (b); Remove 'as'. Appoint is not followed by 'as'.
8. (d); Remove 'with'.
9. (d); Change 'if not both' into 'if neither'.
10. (b); 'Good' is an adjective. Use adverb 'well' here.
11. (d); No error.
12. (b); 'Much' will come with 'quicker' (comparative degree).
13. (b); 'Often' will come before the main verb 'see'.
14. (b); Remove 'as'. Since as does not follow consider.
15. (e); No error.
16. (d); Remove 'as'.
17. (a); 'Enough' comes after an 'adjective'. Put 'enough' after 'tall'.
18. (a); Hardly cannot take 'not' after it.
19. (a); 'Never' will come after 'remember'.

20. (b); Change 'respectively' to 'respectfully'.
21. (a); 'Taste' is a verb of sensation that takes an adjective and not an adverb. Change 'more sweetly' into 'sweeter'.
22. (b); Never (adverb) will be followed by a helping verb (has) first and then the subject.
23. (b); 'Barely' will not take 'nothing' after it. Change 'nothing' into 'anything'.
24. (a); Remove 'not'. Since, not is not used with scarcely.
25. (b); Remove 'like'.
26. (d); Change 'manly' into 'manfully'. 'Manly' is adjective. It means 'brave /strong'.
27. (b); 'Seldom' is followed by 'never'
28. (b); 'Hardly' will come with 'anything'.
29. (b); Add 'a' before niggard.
30. (b); 'Speech' (noun) will be qualified by an adjective 'clear'.
31. (a); "usually" is the right adverb
32. (c); "properly" is the right adverb
33. (c); "adequately" is the correct adverb to modify prepared
34. (a); "Too" is followed 'To'
35. (b); "Possible" is the correct adverb

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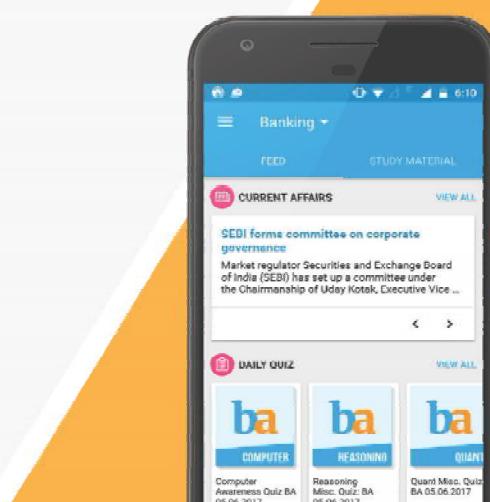


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*Chapter*

11

Preposition

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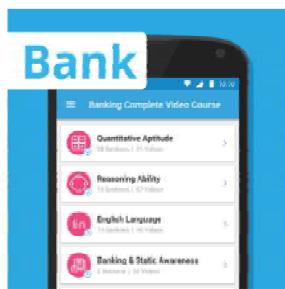
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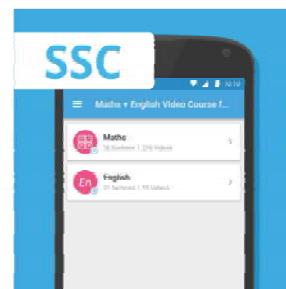
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Chapter

**11**

# Preposition

A preposition is a word which generally precedes a noun or pronoun and expresses a relation between the noun or pronoun and other words or elements in the sentence.

- For Ex – (a) There is a cat on the table  
 (b) All the boys are in the room.

Note: Sometimes, Prepositions are placed at the end of a sentence and not before a noun/pronoun.

For Ex – Amit has much to be sad about who they taking to?  
 There are four types of Prepositions:

- (1) Prepositions of Time : in , on, since, for, at, from, between, during, after, within, till, until, from etc.
- (2) Prepositions of position/place : between, among, amongst, amid, amidst, in, at on, beside, besides, etc.
- (3) Prepositions of Directions : along, across, against, up, down, to, towards, for, from, at, on etc.
- (4) Other Prepositions' with, without, by, off, of, around, about, besides, except, etc.

## USES OF SOME IMPORTANT PREPOSITIONS

### 1. UP – Above – On – Over

- (i) UP: As a preposition, 'up' is used to talk about a higher position or a movement to a higher position.

For Ex – He followed his teacher up the stairs.

- (ii) Above: 'Above' is used to denote a higher position or level.

For Ex – His marks are above eighty percent.

- (iii) On: 'On' is used to denote the position of something which is in a position above something else and is touching it.

For Ex – The book is on the table

Note: On is also used before a 'Day' or 'Date'.

For Ex – I will visit him on Monday.

India became republic on 26<sup>th</sup> January 1950

If there is an article before a 'means of transport', 'On' is used.

For Ex – On a bus/train/ship/cycle.

- (iv) Over: 'Over' is used to denote the position of something which is above something else and is covering it.

For Ex – I put my hands over my eyes.

## 2. Down – Below – Beneath – Under.

- (i) Down: Down is used to denote a lower position, from a higher one.

For Ex – She bent down to look under the car.

- (ii) Below: 'Below' means 'in a lower position (than)'.

For Ex – My marks are below average

- (iii) Beneath: 'Beneath' means 'directly underneath (something)'

For Ex – There is a pipeline beneath the road.

- (iv) Under: 'Under' is used to denote a position of something which is below something else and is often covered by it.

For Ex – Doctor put the thermometer under my tongue.

## 3. Between – Among – Amongst.

- (i) Between: 'Between' is used to denote the space between two separate places, people, or objects.

For Ex – My car is parked between a bus and a truck.

- (ii) Among: 'Among' means 'In the middle of a number of (more than two) things.'

For Ex – He could not find even a single familiar face among the crowd.

- (iii) Amongst: 'Among' and 'Amongst' mean the same. Though they are bit different in usage.

For Ex – The sweets which udit had bought were distributed among the poor children.

Amongst is used before a vowel sound, while among is used before a consonant sound.

For Ex – Among them. Amongst US.

#### 4. Beside – Besides – Except.

(i) Beside: Beside means 'next to'.

For Ex – Go and sit beside her.

(ii) Besides: Besides means 'in addition to'.

For Ex – They have lots of things in common besides their profession.

(iii) Except: Except is used before a noun about which the statement is not true.

Except means 'apart from'

For Ex – Everyone had attended the class except Rohit.

#### 5. For and Since

(i) For: 'For' is used to denote period of time.

For Ex – I have been sleeping for four hours.

'For' is also used to denote 'purpose'.

For Ex – These seats are reserved for ladies only.

(ii) Since: 'Since' is used to denote a point of time.

For Ex – I have been sleeping since four P.M.

'Since' is also used to 'denote' 'reason'.

For Ex – Since I was injured, I did not play the match.

#### 6. Across and Through.

(i) Across: 'Across' means 'from one side to the other of something with clear boundaries'

For Ex – Across a road. Across a bridge.

(ii) Through: 'Through' is used to indicate the movement from one end to the other.

For Ex – They ran swiftly through the woods.

## 7. On – Upon – Onto

- (i) On: 'On' is used to denote the position of something which is in a position above something and is touching it.  
 For Ex – My Pen is on the bed.  
 Note: 'On' denotes 'Position'
- (ii) Upon: 'Upon' is used to denote 'On' in a more formal term, especially in abstract senses.  
 For. Ex – It was based upon two principles
- (iii) Onto: 'Onto' is used to indicate movement into or on a particular place.  
 For Ex – She slipped as she stepped onto the floor.  
 Note: Upon and Onto are used to denote Motion.  
 For Ex – The cat jumped upon the platform.  
 They climbed onto the summit.

## 8. In – Into – within.

- (i) In: 'In' is used to denote the position of something which is surrounded or closed off by something.  
 For Ex – Neelam is in the room.
- (ii) Into: 'Into' is used to denote movement inside or middle of something.  
 For Ex – Get into the bed.
- (iii) Within: 'Within' is used to denote time or position which is inside the range or limits of a particular period of time or distance.  
 For Ex – I will complete this work within two hours.  
 My house is within a mile of the station.

## 9. By and With.

- (i) By: 'By' is used to indicate the person or thing which does something.  
 For Ex – I was cheated by him.  
 Note: By is also used before mode of transportation when it comes with words like 'go', 'come', 'arrive', etc.  
 For Ex – I go to school by bus.

- (ii) With: 'With' is used before something which has been used as means or equipment to do something.  
 For Ex – Rajesh shot the tiger with a rifle.

## 10. Before and In front of

- (i) Before: is used for a period of time which is earlier than the thing/time mentioned.  
 For Ex – She came before me.
- (ii) In front of: 'In front of' means 'directly ahead of '(something).  
 For Ex – Do not stand in front of me.

## 11. At and in

- (i) At: 'At' is used to denote an exact position or a particular place (or time)  
 For Ex – I am at my home.  
 The school starts at 8 : 30 A.M.
- (ii) In: 'In' is used when we want to describe a part or a period of time.  
 For Ex – I am going to Mumbai in July.  
 I was born in 1993.

## 12. To and Towards

- (i) To: 'To' is used to denote 'destination'  
 For Ex – I am going to America.  
 She is going to temple.
- (ii) Towards: 'Towards' means 'In the direction of'.  
 For Ex – Isha is going towards the college  
 Rajeev is going towards the temple.

Note: In the above example, 'College' and 'Temple' need not to be the destination of 'Isha' and 'Rajeev'

## 13. Inspite of and Despite.

- (i) Inspite of: 'In Spite of' means 'without being affected by the particular factor mentioned'  
 For Ex – In spite of being late, he was allowed to enter the class.

- (ii) Despite: 'Despite' and 'In spite of' mean the same. Never use the preposition 'of' with 'Despite'  
For Ex – Despite being late, he was allowed to enter the class.

#### 14. Since and from.

- (i) Since: 'Since' is used to denote a point of time in the past.  
For Ex – I had been talking to him since December.  
She has been teaching in this school since January.

- (ii) From: 'From' is used to denote a point of time/distance at which something starts and then continues.

For Ex – The price of milk will rise by Rs. 10 from Monday.

The school remains open from 8 : 30 a.m. to 2 : 30 p.m.

Note: The point of time denoted by 'from' can be in past as well as in future.

For Ex – I will start going to school from next Monday.

Note: From is also used to show 'separation'

For Ex – The boy fell from the terrace

## 15. Of and off

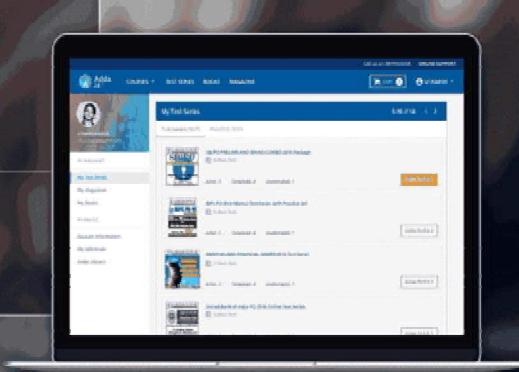
- (i) Of: 'Of' is used to denote relation  
For Ex – Sanya is a friend of mine.  
The leg of this table is broken
  - (ii) Off: 'Off' is used to denote separation  
For Ex – She fell off the bed.  
Ashish took his jacket off.

### 16. During and for

- (i) During: 'During' is used to express the period of time in which something happens.  
For Ex – I was in Delhi during the winter  
I went to Shimla during my vacation.
  - (ii) For: 'For' expresses how long something lasts.  
For Ex – They were on leave for two weeks.  
I was in Delhi for three months.

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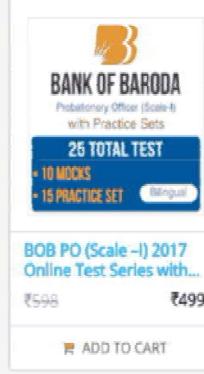
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Accused of		Worthy of	Beware of
Afraid of		Verbs Following by Preposition 'of'	
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Aware of		Boats of	Complain of
Bought of		Despair of	Die of
Certain of		Disapprove of	Dispose of
Composed of		Divest of	Dream of
Conscious of		Heal of	Judge of
Covetous of		Repent of	Teste of
Deprived of		Nouns followed by Preposition 'for'	
Devoid of		Affection for	Ambition for
Distrustful of		Anxiety for	Apology for
Easy of		Appetite for	Aptitude for
Fearful of		Blame for	Candidate for
Greedy of		Capacity for	Compassion for
Heedless of		Compensation for	Contempt for
informed of		Craving for	Desire for
Irrespective of		Esteem for	Fitness for
		Fondness for	Guarantee of

Leisure for	Liking for	Verbs followed by preposition 'on'																																												
Match for	Motive for	Comment on																																												
Need for	Opportunity for	Decide on																																												
Partiality for	Passion for	Deliberate on																																												
Pity for	Predilection for	Determine on																																												
Pretext for	Relish for	Embark on																																												
Remorse for	Reputation for	Enlarge																																												
Adjectives following preposition 'for'		insist on																																												
Anxious for	Celebrated for	Resolve on																																												
Conspicuous for	Customary for	Trample on																																												
Designed for	Destined for	Nouns followed by Preposition 'to'																																												
Eager for	Eligible for	Access to																																												
Eminent for	Fit for	Allegiance to																																												
Good for	Grateful for	Antidote to																																												
Notorious for	Penitent for	Approach to																																												
Prepared for	proper for	Attachment																																												
Qualified for	Ready for	Sorry for	Sufficient for	Concession to	Useful for	Zealous for	Disklike to	Verb Followed by Prepositions 'for'		to	Atone for	Canvass for	Enmity to	Care for	Clamour for	Incentive to	Feel for	Hope for	Invitation to	Mourn for	Pine for	Liniency to	Start for	Stipulate for	Limit to	Sue for	Wish for	Obedience to	Yearn for		Postscript to			Reference to			Resemblance to			Submissions to			Temptation to			
Sorry for	Sufficient for	Concession to																																												
Useful for	Zealous for	Disklike to																																												
Verb Followed by Prepositions 'for'		to																																												
Atone for	Canvass for	Enmity to																																												
Care for	Clamour for	Incentive to																																												
Feel for	Hope for	Invitation to																																												
Mourn for	Pine for	Liniency to																																												
Start for	Stipulate for	Limit to																																												
Sue for	Wish for	Obedience to																																												
Yearn for		Postscript to																																												
		Reference to																																												
		Resemblance to																																												
		Submissions to																																												
		Temptation to																																												

## Adjectives Followed by

Preposition 'to'

Abhorrent to

Accessible

Incidental to

Indebted to

Inimical to

Injured to

Favourable to

Immaterial to

Indigenous to

Limited to

Loyal to

Natural to

Obedient to

Offensive to

Painful to

Peculiar to

Pledged to

Prejudical to

Prior to

Reduced to

Relevant to

Responsible to

Sacred to

Suitable to

Supplementary to

Tantamount to

True to

Acceptable to

Impertinent to

Indifferent to

indulgent to

Insensible to

Irrelevant to

Hurtful to

Imervious to

Liable to

Lost to

Material to

Necessary to

Obliged to

Opposite to

Partial to

Pertinent to

Preferable to

Profitable to

Prone to

Related to

Repugnant to

Restricted to

Subject to

Suited to

Tantamount to

## Verbs Followed by reposition 'to'

Accede to

Adhere to

Allude to

Appoint to

Aspire to

Attain to

Attribute to

Conduce to

Consent to

Lead to

Object to

Prefer to

Refer to

Stoop to

Surrender to

Yield to

Adjectives followed Preposition  
'in'

Absorbed in

Accomplished in

Assidous in

Bigoted in

Defective in

Experienced in

Envolved in

Foiled in

Implicated in

Involved in

Proficnet in

Temperate in

Adapt to

Allot to

Appologizeto

Ascribe to

Assent to

Attend to

Belong to

Conform to

Listen to

Listen to

occur to

Revert to

Succumb to

Succumb to

Testify to

Adjectives followed Preposition  
'in'

Abstemious in

Accurate in

Backward in

Correct in

Deficient in

Deligent in

Fertile in

Honest in

Interested in

Lax in

Remiss in

Versed in

Verbs Followed by Preposition 'in'		
Involve in	persist in	Infatuated with
Acquiesce in	Dabble in	Infested with
Delight in	Employ in	Invested with
Enlist in	Excel in	Popular with
Fall in	Excel in	Satiated with
Increase in	Indulge in	Touched with
Persevere in		Verb Followed by Preposition 'with'
Nouns Followed by Prepositions 'with'		
Acquaintance with	Alliance with	Associate with
Bargain with	Compromise with	Clash with
Conformity	Enmity with	Comply with
Intercourse with	Intimacy with	Condole with
Relations with		Correspond with
Adjectives followed preposition 'with'		
Acquainted with	Afflicted with	Deluge with
Beset with	Busy with	Dispense with
Compatible with	Compliant with	Grapple with
Consistent with	Contemporary with	Intrigue with
Contended with	Contrasted with	Part with
Conversant with	Convulsed with	Remonstrate with
Delighted with	Deluged with	Sympathisize with
Disgusted with	Drenched with	Vie with
Endowed with	Fatigued with	
Fired with	Gifted with	Verbs Followed by Preposition 'from'
		Abstrain from
		Cease from
		Derogate from
		Detract from
		Differ from
		Digress from

Dissent from	Elicit from
Emerge from	Escape from
Exclude from	Preserve from
Prevent from	Prohibit from
Protect from	Recoil from
Recover from	Refrain from
Nouns Followed by Preposition 'from'	
Respite from	Inference from
Abstinence from	Cessation from
Deliverance from	Descent from
Digression from	Escape from
Exemption from	

We now present a list of some Nouns and Appropriate Prepositions.

### A List of Nouns and Appropriate Prepositions

1. Abstinence from wine.
2. Ability for or in some work.
3. Abundance of wealth.
4. Accession to the throne.
5. Access to person or place.
6. Accomplice with a person in a crime.
7. Accusation of forgery.
8. In accordance with some rule.
9. Affinity with something.
10. Adherence to a rule.
11. Affection for somebody.
12. Affinity between two things.
13. Alliance with a person or state.
14. Allusion to something.
15. Alternative to a method/something
16. Analogy of one thing with another.
17. Analogy between things.
18. Animosity against somebody.
19. Antidote against infection.
20. Antidote to some poison.
21. Apprehension of danger.
22. Approach to (step towards) anything.
23. Arrival in a country.
24. Arrival at a place.
25. Assault on a person or thing.
26. Attack (vt +) somebody.
27. Attack (n/c) on a country.
28. Attraction to or towards a thing
29. Authority over a person.
30. Authority on a subject
31. Aversion to a person or thing.
32. Candidate for a post.
33. Care for somebody's safety.
34. Care for his health.
35. Charge of murder.
36. Charge with theft.
37. Claim on or against somebody.
38. Claim to property.
39. Compact with a person.
40. Comment on something.

41. Comparison of somebody with somebody.  
42. By/in comparison with.  
43. Compassion for somebody.  
44. Competition with somebody.  
45. Competition for something.  
46. Complicity in a crime.  
47. Compliance with a request.  
48. Condemnation to death.  
49. Confidence in somebody.  
50. Conformity with anyone's views.  
51. Conformity to rule.  
52. Compensation for a loss.  
53. Connection with a person or thing.  
54. Connivance at anyone's fault.  
55. Consciousness of guilt.  
56. Consideration for somebody.  
57. Contact with somebody/ something.  
58. Contempt for a person or thing.  
59. A contrast with a person.  
60. A contrast to a person or thing.  
61. Controversy on or about something.  
62. Contribution to a fund.  
63. Contribution towards some project.  
64. Conversation with somebody.  
65. Decision on some case.
66. Decision of some dispute.  
67. Decline of an empire.  
68. Decline in moral/price.  
69. Degradation from rank.  
70. Delight in music / in something.  
71. Descent from ancestors.  
72. Desire for wealth.  
73. Desirous (Adj.) of something.  
74. Disgust at meanness.  
75. Dislike to a person or thing.  
76. Distaste for mathematics/ something.  
77. Doubt of or about a thing.  
78. Duty to a person.  
79. Encroachment on /upon one's rights.  
80. Engagement with somebody.  
81. Entrance into a place.  
82. Enmity with somebody.  
83. Esteem for somebody.  
84. Exception to a rule.  
85. (Make) an exception of somebody or something.  
86. Excuse for a mistake.  
87. Failure of electricity.  
88. Failure of somebody in something.  
89. Faith in somebody or something.



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90. Familiarity with a person or thing.
91. Freedom from care.
92. Freedom of action.
93. Glance at a person or thing.
94. Glance over a wide surface.
95. Gratitude for a thing.
96. Gratitude to a person.
97. Grief at an event.
98. Grief for a person.
99. Guess at the truth /something.
100. Harmony with anything.
101. Hatred of or for somebody.
102. Hatred of a thing.
103. Heir to some property.
104. Heir of somebody.
105. Hindrance to something.
106. Hint at some reward.
107. Hope for better a luck.
108. Hostility to a person or cause.
109. Identity with somebody/ something.
110. Immersion into water.
111. Implication in this crime.
112. Implication on someone.
113. Imputation against somebody.
114. Incentive to a worker.
115. Inclination for sport/some- thing.
116. Indifference to help others.
117. Indulgence to a beautiful woman.
118. Influence over or with some- body.
119. Influence on decision of wife.
120. Inquiry into circumstances/a case.
121. Insight into something somebody's character.
122. Intercession with a superior.
123. Intercession for a friend.
124. Jurisdiction in a lawsuit.
125. Justification of or for crime.
126. Key to understanding of the problem.
127. Liability to an illness.
128. Libel against his character.
129. Liking for non-vegetarian / something.
130. Longing for luxury / some- thing.
131. Lust for life / something.
132. Malice against an enemy.
133. Neglect of duty.
134. Neglect of doing a thing.
135. Nomination of a member.
136. Nomination to a position.
137. Opportunity for going abroad / doing something.
138. Partnership in a thing.
139. Power over a person.

140. Precaution against infection.  
141. Preface to a book.  
142. Preference for something.  
143. Preparation for examination/ something.  
144. Proof against somebody.  
145. Proof of guilt.  
146. Qualification for a post.  
147. Quarrel with somebody/ something.  
148. Readiness in responding.  
149. Readiness for journey.  
150. Reference to a person or thing.  
151. In regard to that matter.  
152. Regard for a person.  
153. Relation between two things.  
154. Relation with somebody.  
155. Remonstrance against somebody's conduct.  
156. Remonstrance with somebody.  
157. Reply to a query / a person.  
158. Request for a thing.  
159. Resemblance to a person or thing.  
160. In respect of some quality.  
161. Rivalry with a person. 5011°  
162. Rival in something.  
163. Search for a after wealth.  
164. In search of wealth /a job etc.  
165. Share in the property / something.
166. Share with somebody.  
167. Sin against God./mankind/ humanity.  
168. Sympathy with or for somebody.  
169. Temptation to evil.  
170. Temptation in diet.  
171. Trespass against the law.  
172. Warrant for somebody's arrest.  
173. With a view to.  
174. Witness of or to a case.  
175. Wonder at his behaviour/ something.
- SOME VERBS & APPROPRIATE PREPOSITIONS**
1. Abound in or with something.
  2. Accrue to somebody.
  3. Accuse from something.
  4. Accuse somebody of cheft.
  5. Acquit a person of all charges/ all complicity.
  6. Acquit a person in a crime.
  7. Adapt to new surroundings.
  8. Adhere to a plan / a rule / a principle.
  9. Agree to a proposal.
  10. Agree with a person.
  11. Agree on some matter.
  12. Aim at a target.
  13. Aim at doing something.
  14. Alight from a bus/a train etc.

15. Allude to a fact. 16. Answer to a description.
17. Answer for misconduct/something.
18. Apologise to somebody.
19. Apologise for something.
20. Appeal to the judge/something.
21. Appeal against a sentence.
22. Appeal for mercy/something.
23. Apply to a person.
24. Apply for some post/something.
25. Appoint to a post.
26. Argue with a person for or against a point.
27. Arrive at a conclusion.
28. Arrive at a station/a place.
29. Arrive in a country.
30. Ask for assistance.
31. Ask of or from somebody.
32. Associate with a group.
33. Blame a person for something.
34. Blush at one's own mistake.
35. Blush for somebody who is at fault.
36. Border on a place.
37. Borrow of or from a friend/somebody.
38. Break the news of somebody's death.
39. Break through restraint.
40. Break ill news to a friend/to somebody.
41. Break (dissolve partnership) with somebody.
42. Bring a thing to light.
43. Bring a thing under notice.
44. Burst upon (suddenly invade) a country.
45. Burst into laughter.
46. Burst into tears.
47. Call on a person.
48. Call for (demand, require) something.
49. Call something in (order or request the return of).
50. Canvass for (support) votes.
51. Care for (attach value to) to a person or thing.
52. Care about (feel interest, anxiety or sorrow) something.
53. Challenge a man to combat / fight.
54. Charge a man with a crime.
55. Charge payment to a person.
56. Coincide with one's opinion.
57. Come about (happen).
58. Come across (to meet suddenly).
59. Come after somebody (fallow).
60. Come into fashion.

61. Come by something (obtain by effort). 77. Concur in an opinion.
62. Come of a rich family. 78. Condemn a person to death.
63. Commence with a thing. 79. Conform to a norm.
64. Communicate a thing to somebody. 80. Conform with one's opinion.
65. Communicate with somebody. 81. Congratulate somebody on his success.
66. Compare somebody with somebody. 82. Consult with (discuss with) one's friends.
67. Compare something with something (similar). 83. Consult a person/a lawyer/a map/a dictionary (take advice, get information etc.)
68. Compare to (dissimilar things). 84. Contribute to a fund.
69. Compensate for loss. 85. Converse with a person about a thing.
70. Compete with somebody for a prize something. 86. Cope with situation.
71. Complain to somebody. 87. Correspond with a person (write).
72. Complain against somebody. 88. Correspond to something (agree).
73. Complain of/about something. 89. Cure a man of a disease.
74. Conceal facts from somebody. 90. Cure (n/u) for a disease.

### Exercise

Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistakes (if any).

1. (a) She along with / (b) her friends took / (c) leave of / (d) a week. / (e) No error.
2. (a) One should always / (b) listen the advice of / (c) one's elders / (d) and well wishers. / (e) No error.
3. (a) She will / (b) not listen what / (c) you say / (d) to her. / (e) No error.
4. (a) Nobody denies / (b) that / (c) my ideas are / (d) different than yours. / (e) No error.

5. (a) It was she/ (b) who was responsible of / (c) making all the arrangements for/(d) the successful completion of his business trip./ (e) No error.
6. (a) He was in the bathroom/(b) when the burglars/(c) entered into/ (d) his house./ (e) No error.
7. (a) Their teacher/(b) emphasized on/(c) the use of /(d) correct grammar./ (e) No error.
8. (a) On the time/(B) of the opening ceremony/(c) of the theatre,/ (d) a large crowd had assembled./ (e) No error.
9. (a) While Rajesh was returning/(b) from school/(c) a stalker attacked on him/(d) with a knife./ (e) No error.
10. (a) The decline of/(b) her moral values has caused/(c) a lot of /(d) pain to her parents./ (e) No error.
11. (a) Without thinking/(b) for a moment/(c) she entrusted him in/(d) all the responsibilities./ (e) No error.
12. (a) Sandy and her sister/(b) fell in/(c) the well and nobody/(c) tried to save them./ (e) No error.
13. (a) I/(b) prefer coffee/(c) than/(d) tea/ (e) No error
14. (a) Sumit is busy/(b) in his/(c) preparations for/(d) his exams./ (e) No error.
15. (a) While crossing the road/(b) a child was/(c) run out by/(d) a speeding car./ (e) No error.
16. (a) We were taught that/(b) amphibians can live/(c) in water/(d) as well as land./ (e) No error.
17. (a) My father is/ (b) fond off/(c) cooking different/(d) types of cakes./ (e) no error.
18. (a) Your teacher/ (b) cannot/(c) control on/ (d) the students./ (e) No error
19. (a) The Jury has been/(b) waiting for/(c) the prisoner/(d) for 2 P.M./ (e) No error.
20. (a) Mr. Uniyal has/(b) great affection towards/(c) his family / (d) and friends./ (e) No error.

21. (a) Rani has/(b) a great/(c) enmity for/(d) her brother's friend./ (e) No error.
22. (a) She threw the bucket/(b) into the well/(c) and returned home/(d) without any water./ (e) No error.
23. (a) There appears/(b) to be very little/(c) understanding among / (d) the two friends./ (e) No error.
24. (a) He was angry on/(b) me because I had/(c) not invited him/(d) to the party./ (e) No error.
25. (a) She got a prestigious job/(b) though she was/(c) not worthy/(d) for it/ (e) No error.
26. (a) He described about/(b) the incident/(c) in a very/(d) interesting way/ (e) No error.
27. (a) Shyam tells/(b) Sunder that his/(c) father deals with/(d) cosmetics./ (e) No error.
28. (a) Shipra cannot/(b) deal from/(c) those unruly/(d) children./ (e) No error
29. (a) Despite of/(b) working hard/(c) he failed/(d) the test/ (e) No error.
30. (a) Sonu/(b) married with/(c) Neelu despite/(d) their family's objection. / (e) No error
31. (a) The earth's/(b) atmosphere comprises/(c) of three/(d) different layers./ (e) No error
32. (a) The court held/ (b) the local politician responsible/(c) for the loss or damage to/(d) any public property./ (e) No error.
33. (a) She was/ (b) debarred to attend/(c) the monsoon session/ (d) of the parliament./ (e) No error.
34. (a) She should refrain to/(b) associating herself with / (c) any political party because people/(d) have faith in her integrity. / (e) No error.
35. (a) The songs of/(b) this movie are/(c) worth listening/(d) to/ (e) No error.
36. (a) I certainly/(b) differ with/(c) you in/(d) this matter./ (e) No error.
37. (a) He had a suspected/(b) tumor so he was/(c) admitted to / (d) the hospital/ (e) No error.

38. (a) If he puts/(b) his heart to it/(c) he will be/(d) a winner /(e) No error.
39. (a) Today/(b) he walked/(c) twenty miles/(d) by foot/(e) No error.
40. (a) He is/(b) good in science/(c) but his/(d) friends aren't./  
(e) No error.
41. (a) Which /(b) newspaper/(c) does he /(d) subscribe for?/(e) No error.
42. (a) It is my pleasure/(b) to congratulate him/(c) for your success /(d)  
in the CAT Examination./  
(e) No error.
43. (a) She should/(b) avail herself/(c) with this/(d) golden opportunity./  
(e) No error.
44. (a) It is/(b) half past ten/(c) in/(d) my watch/(e) No error.
45. (a) Rajiv/(b) told to/(c) his father to/(d) buy a house./  
(e) No error.
46. (a) He is/ (b) accused with/(c) committing the murder/(d) of his wife  
/ (e) No error
47. (a) The author/(b) described the /(c) beauty of/(d) his home town./  
(e) No error
48. (a) The atmosphere/(b) comprises of/(c) many inert/(d) gases also./  
(e) No error.
49. (a) We disposed off/(b) our old car/(c) before moving/(d) to Chennai./  
(e) No error.
50. (a) She/(b) is suffering/(c) with flu /(d) since Monday./  
(e) No error.

Direction (1 – 15): Choose the correct preposition in each sentence.

1. If she left at 4 p.m., she should be here \_\_\_\_\_ now.
2. Go \_\_\_\_\_ there and catch my ball.
3. \_\_\_\_\_ your determination, you will be able to achieve your dream.
4. I just found it! It was \_\_\_\_\_ the radio on my desk.
5. I knocked him \_\_\_\_\_ accidentally.
6. She was \_\_\_\_\_ me when the accident occurred.
7. I slept \_\_\_\_\_ only two hours last night.
8. It was my first trip \_\_\_\_\_ Hawaii.

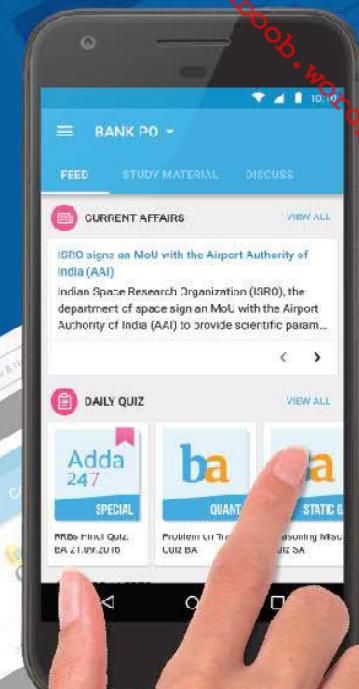


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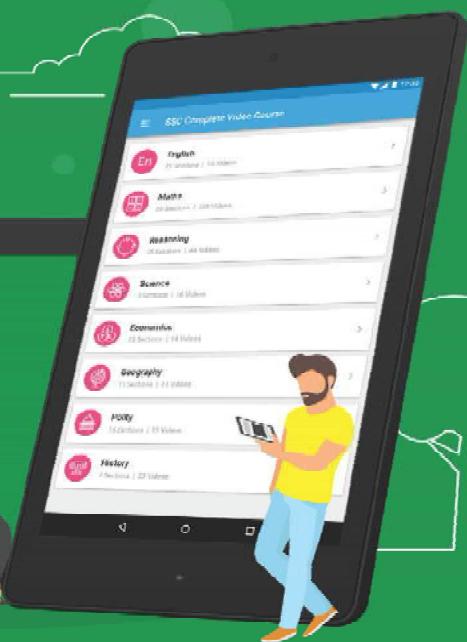


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9. Turn off the TV and go straight \_\_\_\_\_ bed.
10. This book was written \_\_\_\_\_ the people who want to learn how to play a guitar.
11. I was late \_\_\_\_\_ school.
12. Spencer is one \_\_\_\_\_ my best friends.
13. \_\_\_\_\_ the table are a laptop, a paper, a calculator, an appointment calendar, two pens and a muffin.
14. The woman is holding a cup \_\_\_\_\_ her hands.
15. The woman's bag is \_\_\_\_\_ the table.

### Solutions

1. (c); "Leave for a week" should be used.
2. (b); 'To' should be added after 'listen'. Since 'listen' is always followed by 'to'.
3. (b); 'To' should be added after 'Listen'.
4. (d); 'different from' should be used in place of 'different then'. Since different is always followed by form.
5. (b); 'for' should be used in place of 'of' since responsible is always followed by 'of'
6. (c); Use of 'into' is wrong since entered is not followed by 'into'
7. (b); 'On' should be removed since emphasized is not followed by 'on'.
8. (a); 'At' should be used in place of 'on'. Since we are talking about a particular Point of time (i.e. the time of the opening ceremony).
9. (c); 'on' should not be used. Since 'attack' is not followed by 'on'.
10. (a); 'in' should be used in place of 'of' since 'decline' is followed by 'in'
11. (c); 'entrusted him with' should be used in place of 'entrusted him in'. Since, entrusted is followed by 'with'.
12. (b); 'fell into' should be used in place of 'fell in' since into denotes the movement inside something.
13. (c); 'to' should be used in place of 'than' since 'to' is used after 'prefer'.

14. (b); 'With' should be used in place of 'in'. Since 'busy' is followed by 'with'.
15. (c); 'Run over' should be used in place of 'Run-on'. 'Run over' means 'to come under the wheels of' .
16. (d); 'On' should be used before land. Since 'on land' is correct phrasal usage.
17. (b); 'found of' should be used in place of 'fond off' since 'found' is followed by 'on'.
18. (c); 'Control' should not be followed by 'on' since, when words like control, discuss. Etc. are used as verb, then they are not followed by 'on'.
19. (d); 'Since' should be used in place of 'for' since, we use 'since' to denote a point of time.
20. (b); 'for' should be used in place of 'towards' since, 'affection' is followed by 'for'.
21. (c); 'towards' should be used in place of 'for' since 'enmity' is followed by 'towards'.
22. (b); 'in' should be used in place of 'into' since 'threw' is followed by 'in'.
23. (c); 'between' should be used in place of 'among' since 'between' is used for 'two nouns/pronouns' whereas 'among' is used for 'more than two'.
24. (a); 'with' should be used in place of 'on' since we use 'with' when the object is a person. i.e. we are 'angry with someone' and 'angry at something'.
25. (d); 'of' should be used in place of 'for' since 'worthy' is followed by 'of'.
26. (a); Use of 'about' is superfluous. Since 'describe' is not followed by any preposition.
27. (c); 'Deals in' should be used in place of 'deals with'. Since, the phrasal verb 'deal in' means 'to trade'.

28. (b); 'Deal with' should be used in place of 'Deal from'. Since, the phrasal verb 'Deal with' means 'to handle'.
29. (a); 'of' should not be used. Since, 'Despite' means 'inspite of' and is never followed by of.
30. (b); 'with' should not be used. Since married is not followed by with.
31. (c); 'of' should not be used. Since, comprise in not followed by 'of' in active voice.
32. (c); 'Loss' should be followed by 'of'.
33. (b); 'debarred from attending' should be used Since 'debarred' is followed by 'from' which is again followed by a 'gerund'
34. (a); 'Refrain' should be followed by 'from'. Hence 'to' should be replaced with 'from'.
35. (d); 'to' should not be used since, 'worth listening' is not followed by any preposition.
36. (b); 'differ' is always followed by 'from' . Hence, 'with' should be replaced with 'from.'
37. (e); No error.
38. (b); 'Put his heart into it' is correct idiomatic usage.
39. (d); 'on' foot' should be used in place of 'by foot'.
40. (b); 'At' should be used in place of 'in'. Since, 'good' is followed by 'at'
41. (d); 'for' should be replaced with 'to'. Since 'subscribe' is followed by 'to'
42. (c); 'on' should be used in place of 'for' since, 'congratulate' is followed by 'on'
43. (c); 'of' should be used in place of with. Since 'avail' is followed by 'of'. 'Avail himself/myself/herself/ etc of' something is correct usage.
44. (c); 'by my watch' is correct phrase.
45. (b); 'to' should not be used since neither told nor its forms are followed by 'to'.
46. (b); 'of' should be used in place of 'with' since 'accused' is followed by 'of'

47. (e); No error.
48. (b); 'of' should not be used. For explanation refer to question – 31.
49. (a); 'of' should be used in place of 'off' since 'disposed' is followed by 'of'.
50. (c); 'from' should be used in place of 'with' since 'suffer' is followed by 'from'.

### Fill in the blanks

1. by; With context to time, preposition 'by' means 'not later than' or 'at or before a particular time'. Hence, as per the sense of the sentence, 'by' should be used here.
2. over; Preposition 'over' means 'across from one side to the other'. Hence 'over' should be used here.
3. With; Preposition 'with' means 'accompanied by'. Hence, 'with' should be used here.
4. by; With context to position, 'by' means 'at the side of'. Hence 'by' should be used here.
5. over; 'knock someone over' means 'to strike or collide with someone so as to cause them to fall to the ground.'
6. with; 'with' means 'accompanied by'. Hence, 'with' should be used here.
7. for; Preposition 'for' is used before 'a period of time'. Hence, 'for' should be used here.
8. to; The word 'trip' is followed by the preposition 'to'. Hence, 'to' should be used here.
9. to; 'go to bed' is correct phrasal usage.  
Go to bed: To go to sleep.
10. for; Preposition 'for' means 'intended for'. Hence, 'for' should be used here.
11. for; Preposition 'for' is also used for 'purpose', hence, 'for' should be used here.

12. of; 'one of' is correct phrasal usage, hence, 'of' should be used here.

One of: A member of a group of people or things.

13. on; 'on' means 'a position above something else and touching it'.

Hence 'on' should be used here. Note that under can also be used here, but, it would not go with the sense of the sentence.

14. in; 'In' is used before 'hand' to denote something 'in hold' or 'under one's control'. Hence, 'in' should be used here.

15. under; 'under' means 'in or to a position below or lower than something else'. Hence, 'under' should be used here.

...କୋଣର...



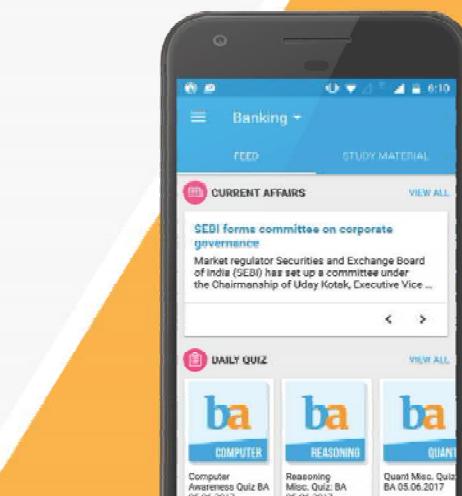


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*Chapter*

12

Conjunction

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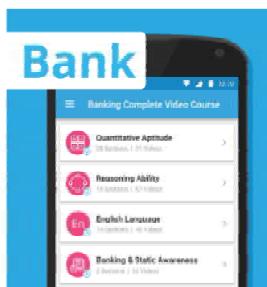
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Chapter  
**12**

# Conjunction

A conjunction is a word or a group of words that joins words, phrases, sentences or clauses etc. e.g. and, but, or, nor, for, yet, so, although, because, since, unless, when, while, where etc.

For Ex – I bought some mangoes and oranges.

Give me a pen or a pencil.

The above mentioned bold words are joining words and are called conjunctions. In the first sentence above the conjunction 'and' joins two nouns ('mangoes' and 'oranges'). In the second sentence the conjunction 'or' connects two noun phrases.

**Kinds of Conjunction:** There are three kinds of conjunctions

- Coordinating Conjunction
- Subordinate Conjunction
- Correlative Conjunction

**Coordinating Conjunction:** Coordinating conjunctions (called coordinators) join words, phrases (which are similar in importance and grammatical structure) or independent clauses.

Coordinating conjunctions are short words i.e. and, but, or, nor, for, so, yet.

Coordination conjunction joins two equal parts of a sentence,

- Word + word
- Phrase + phrase
- Clause + clause
- Independent clause + independent clause.

**Examples.**

Word + word: She likes tea and coffee.

Phrase + phrase: He may be in the room or on the roof.

Clauses + clause: What you eat and what you drink affect your health.

Independent clause + independent clause: The cat jumped over the mouse and the mouse ran away.

In the following examples, coordinating conjunctions join two words of same importance.

She likes pizza and cake. (pizza and cake)

I bought a table and a chair. (table and chair)

He may come by bus or car. (bus or car)

In the following examples, conjunction joins two independent clauses. Independent clause is a clause which can stand alone as a sentence and have complete thought on its own. See the following examples

I called him but he didn't pick up the phone.

I advised him to quit smoking but he didn't act upon my advice.

He became ill so he thought he should go to a doctor.

He shouted for help but nobody helped her.

He wants to become a doctor so he is studying Biology.

Coordinating conjunctions always come between the words or clauses that they join. If both clauses have same subjects, the subject of 2nd clause may not be written again. See the following examples

She worked hard and succeeded.

The player stopped and kicked the ball.

He became ill but didn't go to doctor.

Marry opened the book and started to study.

**Subordinating Conjunctions:** Subordinating conjunctions (called subordinators) join subordinate clause (dependent clause) to main clause. e.g. although, because, if, before, how, once, since, till, until, when, where, whether, while, after, no matter how, provided that, as soon as, even if.

Main clause + Subordinate clause

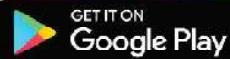
Subordinate clause + Main clause

Subordinate clause is combination of words (subject and verb) which cannot stand alone as a complete sentence. Subordinate clause is also called dependent clause because it is dependent on main clause. Subordinate clause usually starts with relative pronoun (which, who, that,



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whom etc). Subordinate clause gives more information in relation to main clause to complete the thought.

Subordinating conjunction joins subordinate clause to main clause. Subordinating conjunction always come before the subordinate clause, no matter the subordinate clause is before main clause or after the main clause.

Examples.

He does not go to school because he is ill.

I will call you after I reach my home.

I bought some cookies while I was coming from my office.

They played football although it was raining.

Although it was raining, they played foot ball.

As far as I know, this exam is very difficult.

I have gone to every concert since I have lived in New York.

You can get high grades in exam provided that you work hard for it.

Correlative Conjunction:

These are paired conjunctions which join words, phrases or clauses which have reciprocal or complementary relationship.

The most commonly used correlative conjunctions are as follows

Either ... or

Neither ... nor

Whether ... or

Both ... and

Not only ... but also

Examples.

Neither John nor Marry passed the exam.

Give me either a cup or a glass.

Both red and yellow are attractive colours.

I like neither tea nor coffee.

He will be either in the room or in the hall.

John can speak not only English but also French.

## Rule 1:

- |                  |                            |
|------------------|----------------------------|
| (1) And          | (2) As well as             |
| (3) Both ....and | (4) Not only .....But also |

These co-relatives are used to join nouns, pronouns etc. but as far as adjectives are concerned, they join two desirable or two undesirable adjectives but not a desirable adjective with an undesirable one.

Ex – He is both intelligent and hard working.

He is not only dishonest but also lazy.

Rule 2: 'Hardly', 'Scarcely', 'Barely' and 'No sooner'. These expressions can be used (often with a past perfect tense) to suggest that one thing happened very soon after another. Note the sentence structure:

hardly.....when

scarcely .....when

barely.....when

No sooner.....than

Note that 'no sooner' is necessarily followed by 'than' and 'hardly/scarcely/barely' is followed by 'when', not 'than'. For example.

No sooner had the police reached than the burglars fled. (not, when)

Hardly had I reached the station when the train left. (not, than)

Barely had I started speaking when he interrupted me.

Scarcely had he fallen asleep when he had a dream.

Rule 3: If two subjects are joined by conjunctions like 'as well as', 'with', 'alongwith', 'and not', 'In addition to', 'but', 'besides', 'except', 'rather than', 'accompanied by', the verb agrees with the first subject.

Ex – Ram as well as his friends is coming.

He and not his parents is guilty.

#### Rule 4: Not only .....but also

'Not only' is followed by 'but also' and it means 'both.....and'. In this construction the more important word (noun/ adjective/ verb) is placed after 'also' to make it prominent. In this structure, 'not only' and 'but also' can go immediately before the words or expressions that they modify. For example,

We go there not only in winter, but also in summer.

Not only the bathroom was flooded, but also the rest of the house.

#### Rule 5: Neither.....nor

This structure is used to join two negative ideas. It is opposite of 'both.....and'. It is usually rather formal.

For example,

I neither smoke nor drink.

The film was neither well made nor well acted.

#### Rule 6: Either.....or

We use 'either.....or' to talk about a choice between two possibilities (used sometimes more than two).

For example,

I don't speak either French or German.

You can either come with me now or walk home.

If you want ice-cream there is either strawberry, lemon or vanilla.

#### Rule 7: When conjunction are in pairs then the pair must be correct.

##### Some common

##### Conjunctions

And

Otherwise, or else

Therefore,

Consequently

Neither .....nor

So.....that

##### Some Common

##### Conjunctions

As well as

So, hence

Either.....or

both....and

Too....to

As.....as

So .....,as	As.....so
Whether.....or	But
As soon as	No sooner.....than
Or.....	Scarcely.....when
Not only .....but also	Hardly.....when
Where	when
Wherever	Until/Unless.....,
Whenever	Because
While	Lest.....should
As.....,	If
Such.....that	As if
Provided	Although
Though	Nevertheless
Whereas	As far as
As though	

- Ex –
- (a) Thought he worked hard but he failed. (✗)  
Though he worked hard yet he failed. (✓)
  - (b) He is both intelligent as well as industrious. (✗)  
He is both intelligent and industrious. (✓)
  - (c) The party is from 7 p.m. to 9 p.m. (✓)
  - (d) I have no other aim but to succeed in life. (✗)  
I have no other aim than to succeed in life. (✓)
  - (e) Nothing else but arrogance ruined him. (✓)
  - (f) He asked me if I was coming or not. (✗)  
He asked me whether I was coming or not. (✓)

Rule 8: So....that/ such....that

Structures with 'very' cannot be followed directly by that – clauses. Instead, we can use 'so.....that' or 'such.....that'. For example,

It was such a cold afternoon that we stopped playing. (not, it was a very cold afternoon that....)

He spoke so fast that nobody could understand. (not, He spoke very fast that.....)

**Rule 9:** 'Neither of' means 'none of the two'. If 'more than two persons or things' are present, 'none of' is used.

Either of... means 'one of the two'. If more than two persons or things are present, 'one of' is used.

Ex – None of his four sons looked after him. (✓)

Either of the students of your class has done this mischief.  
(✗)

One of the students of your class has done this mischief. (✓)

**Rule 10:** As soon as.....

As soon as he will come, I will call you up. (✗)

As soon as he comes, I will call you up. (✓)

If two actions take place one after the other in future and if the second action depends on the first, the first action will be in simple present tense and the second action will be in simple future tense. (see the future conditional sentences)

**Rule 11:** 'If/when' is not followed by 'then'.

Ex – When I come, then, I will meet you.

Similarly 'since/ as/ because' are not followed by 'so/ therefore'.

Ex – Since I was ill, I could not come.

**Rule 12:** Lest.....Should

.....or.....

.....otherwise.....

Use the correct pair.

Run fast lest you will miss the train. (✗)

Run fast lest you should miss the train. (✓)

Note: 'Lest' can also simply take 'V<sub>1</sub>' after it.

Take care lest he fall. (✓)

### Rule 13: 'Unless', 'until' and 'till'

1. There is a difference between until and unless. 'Until' is 'time oriented' and 'unless' is 'action oriented'.

Ex – Until the light turns red, no one will stop.

Unless you work hard, you won't succeed.

2. We do not begin a sentence with 'till'.

Ex – Till the train gets the signal, it will not proceed. (✗)

('till' must be converted into 'until')

### Rule 14: 'Until/ unless' is not followed by 'not'.

Ex – Until the train will not get the signal it will not run. (✗)

Until the train gets the signal, it will not run.

Note: 'will/would/shall' does not come after 'until' and 'unless'. (✓)

Ex – Unless the Government will not take action, corruption will not stop. (✗)

Unless the Government takes action, corruption will not stop. (✓)

Rule 15:(i) As .....as and so.....as are used for comparison. As.....as is used in positive as well as in negative sentences and so .....as is used in negative sentence.

Ex – (1) He is as intelligent as you. (positive sentence)

(2) He is not as intelligent as you. (negative sentence)

(3) He is not so intelligent as you. (negative sentence)

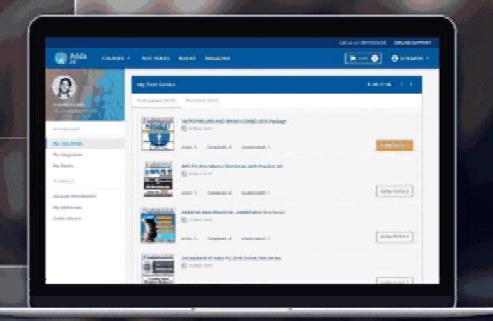
(ii) Only the positive degrees of adverbs and adjectives can be used with As.....as and so.....as.

Ex – (1) He ran as faster as he could (change faster into fast)

(2) He is as better as you. (change better into good)

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**Exercise**

Directions (1 – 26): Read each sentence to find out whether there is any grammatical error or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is 'No error', the answer is (d). (Ignore errors of punctuation, if any).

1. (a) The period between / (b) 2000 to 2010 was very / (c) significant in my life. / (d) No error
2. (a) Your success in IAS examinations depends not only on / (b) what papers you have selected / (c) but on how you have written them. / (d) No error
3. (a) I haven't been to / (b) New York before and / (c) neither my sister. / (d) No error
4. (a) The reason why he / (b) was rejected was because / (c) he was too young. / (d) No error
5. (a) Scarcely had I bought / (b) the ticket when the train / (c) left the platform with a hissing sound. / (d) No error
6. (a) None of the diplomats at the conference / (b) was able either to / (c) comprehend or solve the problem. / (d) No error
7. (a) We are extremely pleased / (b) for excited as well to invite you / (c) to attend the meeting. / (d) No error
8. (a) Bread and butter / (b) is / (c) all we want. / (d) No error
9. (a) He walked as faster / (b) as he could so that / (c) he would not miss the train to work. / (d) No error
10. (a) No sooner the teacher / (b) enter the class / (c) than the students stood up / (d) No error
11. (a) Keep him at the arm's length / (b) lest you may not repent / (c) in the long run. / (d) No error
12. (a) Unless you do not meet / (b) all the requirements / (c) your application will be rejected. / (d) No error
13. (a) No sooner she had realized / (b) her blunder than she began / (c) to take corrective measures. / (d) No error

14. (a) Neither the doctor nor the nurses / (b) were asleep when / (c) the injured was brought to the hospital. / (d) No error
15. (a) This is perhaps the same place who / (b) was chosen by us / (c) for the picnic. / (d) No error
16. (a) Run fast / (b) lest you will / (c) lose the race / (d) No error
17. (a) You must either / (b) work hard / (c) else be prepared to lead a miserable life. / (d) No error
18. (a) This is not such a / (b) complicated problem / (c) who cannot be solved with determination. / (d) No error.
19. (a) He did not / (b) succeed in the examination, / (c) yet he had worked hard and had adopted the right strategy (c) / (d) No error
20. (a) Because he is intelligent / (b) therefore he gets good / (c) marks in all the examinations / (d) No error
21. (a) I cannot say / (b) if he has paid / (c) the fee or not / (d) No error
22. (a) It was almost / (b) ten years ago since he wrote / (c) a letter to me enquiring about my well being. / (d) No error
23. (a) Scarcely we had / (b) reached the office / (c) when it started raining cats and dogs. / (d) No error
24. (a) Mukesh is not only eminent / (b) for his writing in English but also / (c) for his paintings on spiritual things. / (d) No error
25. (a) Ram has to look after / (b) ten children / (c) but he has nothing beside his salary. / (d) No error
26. (a) Besides literature / (b) they have to study / (c) physics and chemistry / (d) No error (4)

Direction (1-15): Choose the correct conjunction in each sentence.

1. \_\_\_\_\_ my friend \_\_\_\_\_ I are taking the geography class.
2. Do you want to go swimming \_\_\_\_\_ golfing?
3. I studied grammar for a long time, \_\_\_\_\_ I still make mistakes.
4. \_\_\_\_\_ wood \_\_\_\_\_ bricks can be used as homebuilding materials.
5. I wasn't feeling well this morning, \_\_\_\_\_ I had to go to work.

6. Could you email me \_\_\_\_\_ you receive the offer?
7. I want to buy it \_\_\_\_\_ it is expensive or not.
8. Don't do that \_\_\_\_\_ I allow it.
9. \_\_\_\_\_ you are confident with it, you should go for it.
10. I didn't enroll this semester \_\_\_\_\_ I could go backpacking in Europe.
11. My neighbor's cat has been missing \_\_\_\_\_ last Friday.
12. \_\_\_\_\_ I own a house, I am required to pay property taxes.
13. Hurry up; \_\_\_\_\_, you will be late for the train.
14. I studied hard for the exam; \_\_\_\_\_, I failed.
15. Tom is a sportsman; \_\_\_\_\_, his brother Sam is athlete.

### Solutions

1. (b); 'between' is followed by 'and' and not 'to'.
2. (c); 'But also' is used together with 'not only'. Add 'also' to 'but'
3. (c); 'Neither' is followed by 'helping verb' and then the subject. 'Neither has my sister' is the correct sentence form.
4. (b); 'because' cannot come with 'the reason why' because the sentence then becomes superfluous.
5. (d); No error.
6. (b); In the given sentence comprehend and solve are the two verbs, either must come before 'comprehend' because 'or' has been used before 'solve'. Put 'either' after 'to'
7. (b); Change 'for' into 'and'
8. (c); Add 'that' after 'all'.
9. (a); With 'as..... as' the adjective/ adverb will come in their positive degree. Change 'faster' into 'fast'.
10. (a); 'No sooner' is followed by 'a helping verb' and the 'sub'. 'No sooner did the teacher' will be the correct sentence form.

11. (b); Change 'may' into 'should' as 'Lest ... should' are together used as conjunction.
12. (a); 'Unless' is not followed by 'not'. 'Unless you meet' will be correct sentence formation.
13. (a); 'Had' must come after 'no sooner' and the subject must follow.
14. (d); No error
15. (a); 'The same' is followed by 'that' and moreover 'who' is not used for places.
16. (b); 'Lest' is followed by 'should' and not 'will'.
17. (c); Change 'else' into 'or'. 'Either.... Or' is the correct co-relative.
18. (c); 'Such' is followed by 'that'. Change 'who' into 'that'.
19. (c); Change 'yet' into 'though'.
20. (b); 'because/as/ since' are not followed by 'therefore'.
21. (b); Change 'if' into 'weather'.
22. (b); 'When' will come after 'ago' as a point of time is denoted.
23. (a); Change 'we had' into 'had we'.
24. (a); Add 'eminent' before 'not only'.
25. (c); Change 'beside' to 'besides' as beside means next to and besides means apart from or another thing which is the correct use here.
26. (d); No error

Choose the correct conjunction in each sentence:

1. Both, and; Here we have two subjects so, the conjunction 'both' should be used in the first blank.

Now for the second blank, one can be confused between the usage of 'and' and 'or' but a careful observation of the sentence would help you to observe that 'and' is the most appropriate answer. Since, both 'my friend' and 'I' are the doers, besides this, the usage of verb 'are' also suggests that 'and' is the correct answer since, if 'am' should have been the answer, 'am' should have been used in place of 'are'. Refer to the chapter 'Subject-Verb Agreement' for detailed explanation.

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2. or; Here, a choice has to be made between 'swimming' and 'golfing'. Hence, 'or' is the correct answer.
  3. but (yet); Here, the latter part of the sentence is in contrast with the former part of the same. Hence, the conjunction 'but (or yet)' should be used.
  4. Either, or; Here we have two choices (i.e. 'wood' and 'bricks') out of which one has to be chosen. In such cases, we use 'either' before the first choice and 'or' before the second.
  5. yet (but); Here, the latter part of the sentence is in contrast with the former part of the same. Hence, the conjunction 'but (or yet)' should be used.
  6. when; The latter part of the given sentence indicates a particular 'point of time' (i.e. time of receiving the offer). Hence the conjunction of time 'when' should be used here.
  7. whether; Here, 'whether' should be used. Note that, 'or' can be used with both 'either' and 'whether'. However, the sense in which it is used is not the same. 'either....or' is used to denote a choice between two (or more) alternatives, whereas, 'whether....or' is used to introduce two or more possibilities, and generally means 'it is not important if...'.  
For Ex – Whether or not you like it, I'm going out tonight.

8. unless; Here, the latter part of the sentence puts a condition on the action being done in the former part of the same. Hence, the conjunction 'unless' should be used.
9. If; Here, the former part of the sentence puts a condition that the latter part is possible or will happen only if it becomes true. Hence, conjunction 'if' is should be used.
10. so that; Here, the second part shows the reason or purpose of the action done in the first part, hence, the conjunction 'so that' should be used.  
Note: "So that" is used as a subordinate clause to show purpose or to give an explanation. It is used to show an action producing an intended result or a cause producing an effect.

11. since; Here a particular point of time (last Friday) is being described, hence, 'since' should be used.
12. Because; Here, first part gives the reason for the occurring of the second part, hence, 'because' should be used.
13. otherwise; Here, a suggestion is made that the listener can get late for the train if he doesn't hurry up, hence, 'otherwise' should be used here. 'Otherwise' is used after an order or suggestion to show what the result will be if you do not follow that order or suggestion.
14. however; Here, despite high degree of hard work 'I failed, In such cases, when despite whatever amount or degree one doesn't get the desired results, 'however' is used.
- Note: Yet can also be the answer.
15. likewise; 'Likewise' means 'in the same way' or 'similarly'. Here, both the subjects have, to some extent, similar profession. Hence, 'likewise' should be used.

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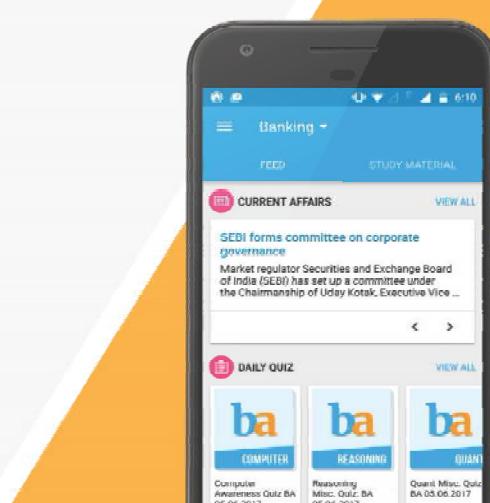


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# Bank English Language

*Chapter*

13

Conditional Sentences



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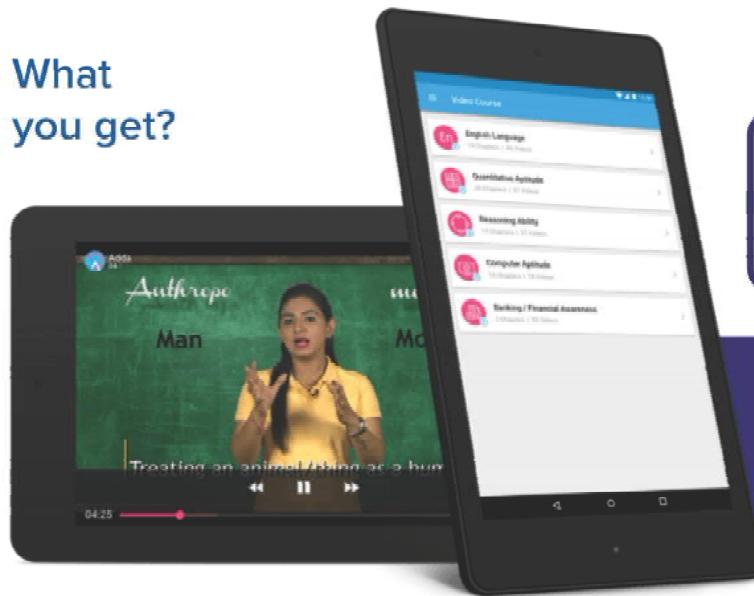
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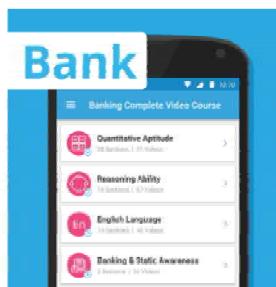


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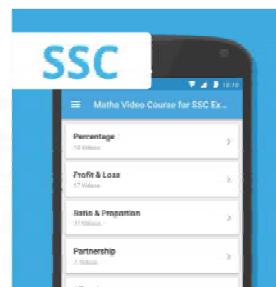


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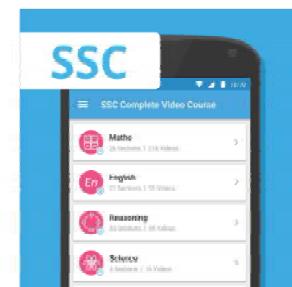
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# Conditional Sentences

Conditional sentences are also known as conditional clauses or 'if clauses'. They are used to denote that 'the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled'.

Ex – You will succeed provided you work hard.

The following words are used to introduce the condition of a sentence:

- (i) If              (ii) Provided      (iii) As soon as      (iv) No sooner than
  - (v) Unless      (vi) Until          (vii) When

Conditional sentences have two parts:



Ex – If I have enough money , I will go to Japan

Conditional sentences is of three types:

- When 'if clause' is in present tense
  - When 'if clause' is in past tense
  - When 'if clause' is in past perfect tense

### 1. 'If clause' is in present tense:

General formula: If + Simple present, Simple future.

In such sentence, 'If clause' is in simple present tense and the 'main clause' in simple future tense.

Ex – If I will find her address, I'll send her an invitation (x)

If I find her address, I'll send her an invitation  
1<sup>st</sup> action                    2<sup>nd</sup> action (✓)

If two actions take place one after another in future, and if the second action depends on the first action, the first action is in simple present tense and the second action is in simple future tense

Ex - (1) She will come to meet you as soon as you will reach Delhi. (✗)

She will come to meet you as soon as you reach Delhi. (✓)

(2) If the government will become strict, corruption will surely finish. (✗)

If the government becomes strict, corruption will surely finish. (✓)

(3) If will help him provided he will mends his ways. (✗)

I will help provided he mends his ways. (✓)

(4) Unless he will not take care of his health, he will not recover. (✗)

Unless he takes care of his health, he will not recover. (✓)

In the above sentences, 'will/shall/would' will not come with the part that consists if, as soon as, provided, before, after, until unless in case, when and lest.

'Not is not used with 'until/unless'

In conditional sentences, 'will/shall not be used with 'when'.

Ex - There will be rush at the platform when the train will arrive (✗)

There will be rush at the platform when the train arrives (✓)

## 2. If 'if clause' is in past tense:

General Formula: If + simple past, subject + would + V<sub>1</sub>

Ex - If I had money, would lend it you.

## 3. If 'if clause' is in past perfect tense.

General formula: If + part perfect, sub + would + have V<sub>3</sub>

Ex - If I had seen you, I could have stopped my car.

In such sentences, we can also replace 'If' with 'had' this will not change the meaning of the sentence.

Had + Subject + V<sub>3</sub> + Obj, Subject + Would + have + V<sub>3</sub>

Ex - Had I seen you, I would have stopped my car

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Three important formula:

- ⇒ If + Present Indefinite, simple future
- ⇒ If + S + V<sub>2</sub>, S + would + V<sub>1</sub>
- ⇒ If + S + had + V<sub>3</sub>, S + would + have + V<sub>3</sub>

Other types of conditional sentences:

(1) Sentences related to imaginary position.

General formula : If + subject + were, subject + would + V<sub>1</sub>

Ex – If I were a bird, I would fly in the sky.

(2) For imaginary sentences, 'were' is used with all subjects.

If, as though, in case, as if, would that and I wish.

Ex – He scolded me as if he was my father. (✗)

He scolded me as if he were my father. (✓)

If clause, can also take unless, so long, as soon as, when, provided, in case, but for etc.

Ex – Unless, you work hard, you will not pass.

### Exercise

Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistakes (if any).

1. (a) If she will work/ (b) hard she/(c) will surely / (d) clear the exam. / (e) No error
2. (a) Before the teacher /(b) will come you / (c) should better / (d) complete your test. / (e) No error
3. (a) We will come to/(b) know the winner / (c) after the / (d) result is declared. / (e) No error
4. (a) Until the bus/(b) will not get the signal, /(c) it will not / (d) leave the stand. / (e) No error
5. (a) If she had money/ (b) she will have/ (c) lent it/ (d) to me. / (e) No error
6. (a) If I was you/ (b) I would not/(c) tolerate her / (d) for a moment. / (e) No error

7. (a) Suppose he/(b) does not attend the meeting/ (c) what could/ (d) we do ? / (e) No error
8. (a) Supposing if he /(b) does not reach / (c) the examination centre in time, / (d) what will his teacher do? / (e) No error
9. (a) If you saw / (b) a ghost what / (c) will your/ (d) reaction be? / (e) No error
10. (a) If I had/(b) two cars, / (c) I would have given / (d) one to you./ (e) No error
11. (a) If we will/(b) heat camphor / (c) it turns / (d) to vapour. / (e) No error
12. (a) Suppose if you are / (b) late, you will not be / (c) allowed to enter the examination hall. / (e) No error.
13. (a) Unless / (b) he will not understand/(c) the importance of this project/ (c) he will not / (d) work sincerely. / (e) No error
14. (a) If he tried again,/ (b) he can win/(c) the race/ (d) with decent margin. / (e) No error
15. (a) I will wait/ (b) for her / (c) unless / (d) she comes. / (e) No error
16. (a) If I was / (b) you I / (c) would never/ (d) talk to him . / (e) No error
17. (a) If I were / (b) the Richest person of India / (c) I will work for the / (d) welfare of the poor. / (e) No error
18. (a) If he would have come to me / (b) I would have / (c) given him the / (d) money he needed / (e) No error
19. (a) If he worked/ (b) he can / (c) get the job / (d) in time / (e) No error
20. (a) If I was / (b) a Rockstar/ (c) I would visit / (d) every country of the world / (e) No error
21. (a) If both of/(b) you hit / (c) the wooden box / (d) it would have broken./ (e) No error
22. (a) If he would have worked hard, / (b) he would / (c) have topped/ (d) the exam. / (e) No error

23. (a) If he had seen his father, / (b) he would have / (c) stopped his car / (d) and come to him. / (e) No error
24. (a) If the Principal will make strict rules / (b) the unruly / (c) students will come / (d) under control. / (e) No error
25. (a) But for / (b) his help / (c) his sister would / (d) have failed . / (e) No error
26. (a) But for his hard work / (b) his family / (c) members would / (d) have suffered a lot. / (e) No error
27. (a) I will not be / (b) able to come / (c) in case / (d) it will rain. / (e) No error
28. (a) Had the river / (b) overflowed its bank, / (c) flood would / (d) have come. / (e) No error
29. (a) Had I known his intentions, / (b) I would not allow / (c) him to enter / (d) my house. / (e) No error
30. (a) You will not get good marks / (b) unless you will not / (c) follow the / (d) teacher's instructions. / (d) No error
31. (a) Supposing if / (b) she refuses / (c) to help you, / (d) what will you do? / (e) No error
32. (a) I shall take you for lunch / (b) after you / (c) will return / (d) from the meeting. / (e) No error
33. (a) When you complete your service / (b) you will be / (c) retired / (d) on pension. / (d) No error
34. (a) Were she I, / (b) she will not allow / (c) her son to / (d) go out at night. / (e) No error
35. (a) I told her when / (b) she went to Mumbai, / (c) my brother would show her / (d) all historical monuments. / (d) No error

## Solutions

- (a); Change 'If she will work hard' into 'If she works hard'. 'Will' is not used in the 'If clause'.
- (b); Change 'before the teacher will come' into 'before the teacher comes'.

3. (d); Change 'result is declared' into 'result has declared'. If the 2nd action takes place after the 1st action has already finished, the 1st action will be in present perfect tense.
4. (b); Remove 'will not'. 'Not' and 'will' do not come after 'unless'. Change 'get' into 'gets'
5. (b); Change 'will have lent' into 'would lend'. See the given formula-  
 $If + S + V_2, \quad S + \text{would} + V_1$
6. (a); Change 'was' into 'were'. 'Was' is not used in imaginary sentence.
7. (c); Change 'could' into 'can'. The sentence is not of past ability.
8. (a); Remove 'if' . 'supposing' and 'if' mean the same. When used together, they make the sentence superfluous.
9. (c); Change 'will' into 'would'.
10. (c); Change 'I would have given' into 'I would give'.
11. (a); Remove 'will'.
12. (a); Remove 'if'. 'Suppose' and 'if' mean the same. When used together, they make the sentence superfluous.
13. (b); Change 'he will not understand' into 'he understands'. 'Not' and 'will' do not come after 'unless'.
14. (b); Change 'can' into 'could'. The sentence is in past.
15. (c); Change 'unless' into 'until'. Until is time oriented whereas unless is action oriented.
16. (a); Change 'was' into 'were'. 'Was' is not used in imaginary position.
17. (c); Change 'will' to 'would'.
18. (a); Change 'If he would have come' into 'If he had come'. See the given formula-  
 $If + S + \text{had} + V_3, \quad S + \text{would} + \text{have} + V_3$
19. (b); Change 'can' into 'could'. The sentence is in past.
20. (a); Change 'was' into 'were'. 'Was' is not used in imaginary position.
21. (d); Change 'would have broken' into 'would break'. The sentence fits in the formula given below-  
 $If + S + V_2, \quad S + \text{would} + V_1$

22. (a); Change 'If he would have worked hard' into 'If he had worked hard'. The sentence fits in the formula given below-
- If + S + had + V<sub>3</sub>    S + would + have + V<sub>3</sub>
23. (e); No error.
24. (a); Change 'If the Principal will make' into 'If the Principal makes'. 'Will' is not used in the 'If clause'.
25. (e); No error. here 'but for' means 'without'.
26. (e); No error. Here 'but for' means 'without'.
27. (d); Change 'It will rain' into 'it rains'.
28. (b); V<sub>3</sub> of 'overflow' is 'overflowed'.
29. (b); Change 'I would not allow' into 'I would not have allowed'. The sentence fits in the formula given below-
- Had + S + V<sub>3</sub>, S + would + have + V<sub>3</sub>
30. (b); Remove 'will not'. 'Not' and 'will' do not come after 'unless'.
31. (a); Remove 'if'. 'Supposing' and 'if' mean the same. Together they make the sentence superfluous.
32. (c); Change 'will return' into 'have returned'. If the 2nd action takes place after the 1st action has already finished, the 1st action will be in present perfect tense.
33. (a); 'When you have completed your services' is correct usage. If the 2nd action takes place after the 1st action has already finished, the 1st action will be in present perfect tense.
34. (b); Change 'will' into 'would'. The sentence is in past.
35. (a); Add 'that' after 'I told her' because a sentence is connected to the other sentence with the help of a conjunction.

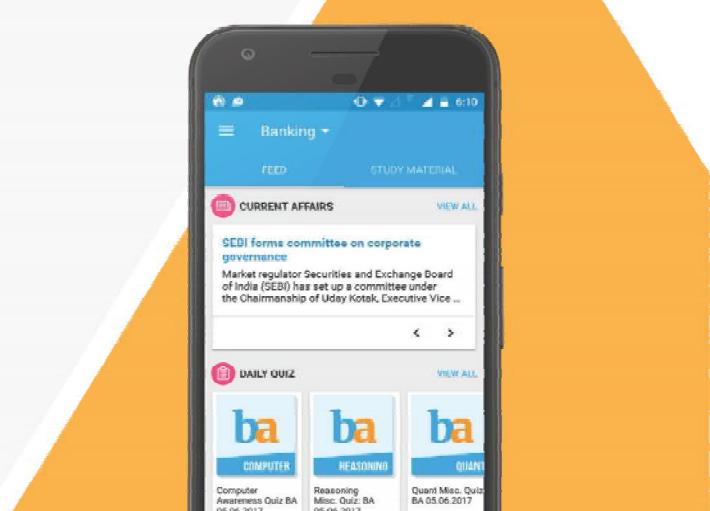




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## Error Detection

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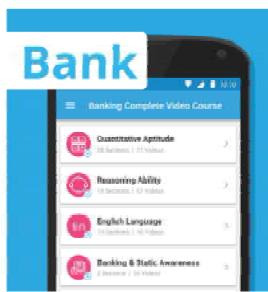


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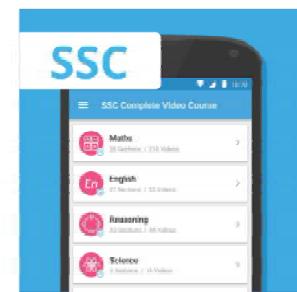
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Chapter

**14**

# Error Detection

Error detection questions have always been an integral part of English section and whether it is pre or mains it always finds its place in the examination. Error detection questions were also not safe in this total makeover of the English section as the style of the questioning and its format was totally changed. Earlier you had to find the error in one part of the sentence but now five sentences are given and you have to choose the one which is error free. There can be questions in which five different ways of writing a sentence are given and you have to choose the one which is most appropriate and logical or there can be questions in which five different sentences are given and you have to choose the one which is most appropriate or error free. The preparation process is same, you have to go through the grammar section and you need to practice as much as you can but the process of answering the question is very lengthy and takes a lot of time. You can speed up the process only if you have practiced enough for the new pattern questions. We are providing you some sample questions on various formats so that you can prepare yourself for these questions accordingly.

## Practice Questions Based on Latest Pattern 2016 – 2017

Directions (1-9): In each of the questions below, four sentences are given out of which only one is grammatically correct and has the most appropriate structure. If none follows choose (e) as your choice.

1. (a) Recognising entertainment as an important factor in improving mental and physical health and thereby reducing human misery and poverty.
- (b) Entertainment being recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.

- (c) Recognition of it being an important factor in improving mental and physical health entertainment reduces human misery and poverty.
- (d) Entertainment is recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.
- (e) None of these.
2. (a) To be sure, there would be scarcely any time left for other things if working people should be expected to have considered all sides of every matter on which they had opinion.
- (b) There would be scarcely no time left over for other things if working people would have been expected to have considered all sides of every matter on which they had opinions.
- (c) To be sure, there would be scarcely no time left over for other things if school children will be expected to have been considering all sides of every matter on which they had opinions.
- (d) To be sure, there would be scarcely no time left over for other thing if school children will be expected to have been considering all sides of every matter on which they had opinions.
- (e) None of these.
3. (a) Unless present policies are reversed immediately, the world may suffer irreversible damage from the unregulated use of Bio weapons.
- (b) Unless they reverse present policies immediately, the world may suffer irreversible damage from the unregulated use of Bio weapons.
- (c) Unless present policy are reversed, the world may suffer irreversible damage through the unregulated use of Bio weapons.
- (d) Unless present policies are reversed, the world may suffer irreversible damage through the unregulated use of Bio weapons.
- (e) None of these.

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4. (a) The main problem with the notion of price discrimination is that it is not always a bad thing, but that it is the monopolist who has the power to decide who is charged what price.
- (b) The main problem with the notion of price discrimination is not that it is always a bad thing; it is the monopolist who has the power to decide who is charged what price.
- (c) The main problem with the notion of price discrimination is not that it is always a bad thing, but that it is monopolist who has the power to decide who is charged what price.
- (d) The main problem with the notion of price discrimination is not it is always a bad thing but that it is the monopolist who has the power to decided who is charged what price.
- (e) None of these.
5. (a) A symbiotic relationship develops among the contractors, bureaucracy and the politicians and by a large number of device costs are artificially escalated and black money is generated by underhand deals.
- (b) A symbiotic relationship develops among contractors, bureaucracy and politicians, and costs are artificially escalated with a large number of devices and black money is generated through underhand deals.
- (c) A symbiotic relationship develops among contractors, bureaucracy and the politicians and by a large number of devices costs are artificially escalated and black money is generated on underhand deals.
- (d) A symbiotic relationship develops among the contractors, bureaucracy and politicians, and by large number of devices costs are artificially escalated and black money is generated by underhand deals.
- (e) None of these.

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6. (a) Beside the impassioned and objective search for truth, science also has the responsibility of keeping the truth inviolate and uncorrupted.
- (b) Besides the impassioned and objective search of truth, science has also the responsibility of keeping the truth inviolate and uncorrupted.
- (c) Besides the impassioned and objective search for truth, science also has the responsibility of keeping the truth inviolate and uncorrupted.
- (d) Beside the impassioned and objective search for truth, science has the responsibility of also keeping the truth inviolate and uncorrupted.
- (e) None of these
7. (a) Just as the conceptions of heredity among educated people have not caught on with the facts and theories of today's genetics, so also most of us tend to cling to vague notion about straight-line evolution.
- (b) Just as the conceptions of heredity among educated people had not yet caught up the facts and theories of today's genetics, so also most of us tend to cling to vague notions about straight-line evolution.
- (c) Just like the conceptions of heredity among educated people have not yet caught up with the facts and theories of today's genetics, so also most of us tend to cling to vague notions about straight-line evolution.
- (d) Just as the conceptions of heredity among educated people have not yet caught up with the facts and theories of today's genetics, so also most of us tend to cling to vague notions about straight-line evolution.
- (e) None of these

8. (a) When we see two people with different social traditions respond in different ways to what appears to the outsider to be identical stimulus situations, we realize that experience is much less an objective absolute than we thought.

(b) When we see two people with different social traditions respond in different ways to what appear to the outsider to be identical stimulus situations, we realize that experience is much less an objective absolute than we thought.

(c) When we see two people with different social traditions respond in a different way to what appear to the outsider to be identical stimulus situations, we realize that experience is much less objective absolute than we thought.

(d) When we see two people with different social traditions respond in different ways to what appears to the outsider to be identical stimulus situations, we will realize that experience is much less an objective absolute than we thought.

(e) None of these

9. (a) Just as a too rapid pace of culture change brings about apathy or hostility or self-destruction so sudden technical innovations lead to vast social erosion within one society.

(b) Just as a too rapid pace of culture change brings forward apathy or hostility or self-destruction, so sudden technical innovations lead to vast social erosion within one society.

(c) Just as a too rapid pace of culture change brings around apathy or hostility or self-destruction, sudden technical innovations leads to vast social erosion within one society.

(d) Just as a too rapid pace of culture change brings in apathy or hostility or self-destruction, sudden technical innovations lead to vast social erosion within one society.

(e) None of these

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Directions (10-15): In each of the following questions, four different sentences are given and you have to choose the one which has some or any grammatical error in it. If all the sentences are grammatically correct choose option (e) as the correct choice.

10. (a) If black money can arouse so much ire, tackling the tangible problem of unaffordable healthcare, will get more public support.  
(b) They exclaimed with delight that it was a very beautiful picture and said that they have never seen such a beautiful picture before.  
(c) The March quarter's financial results should give a glimpse of the impact of price controls on coronary stents.  
(d) Only in recent years have some airlines started plugging punctuality as their unique selling proposition, turning it into a bone of contention.  
(e) All are correct.
11. (a) The group claims that it has identified large assets in diverse sectors including power, steel, infrastructure and logistics for operational turnaround that may entail, in specific cases, a change in management.  
(b) This time around, what is more disconcerting is the expansion of the jurisdictional domain of the commission from competition to issues of data security, risk and financial liability.  
(c) Failing to appreciate that networks and the use of data are not inherently negative, the current debate that data-rich companies often use their resources to tailor products or services and to improve the services perhaps once again needs reaffirmation.  
(d) If all their conversations in the three months he had been coming to the diner were put together, it was doubtful whether they would make a respectable paragraph.  
(e) An earlier attempt at highlighting the benefits to consumers of networks found few takers despite a well-reasoned minority order of the Commission

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12. (a) Amarinder said in case Sidhu's work on TV was as per law, he may have to divest him of the culture portfolio lest it would involve a conflict of interest.
- (b) This is the man that Lilian Wangui would meet and together they created one of the biggest and most complicated real estate scam schemes by any standards.
- (c) A recording of a virtual conference meeting with the sales team of Simple Homes in December last year which we have obtained depicts him as a man with a desire to make money through whichever means.
- (d) Those who have dealt with him say he is a smooth talker who likes dropping names of public figures he 'knows' while reminding everyone of his famous family name in every sentence he utters.
- (e) Attorney General Mukul Rohatgi said there is no provision in the Constitution to disqualify an MLA or Minister if he engages in a private business but added that there is a moral and ethical responsibility as per which a public servant must disassociate from any commercial activity.
13. (a) The decision, though long in the works, comes within weeks of a landslide win for the BJP in the Uttar Pradesh polls—in which OBCs played a key role for the party.
- (b) The commission has powers to examine requests for inclusion of any community in the list of backward classes and hear complaints of over-inclusion or under-inclusion, following which it advises the Union government.
- (c) Ozil took a day's leave to attend a dear departed friend's funeral service which was to be conducted by his family priest.
- (d) This provision empowers the government to make reservations in appointments in favour of "any backward class of citizens."
- (e) All are correct.

14. (a) However, he was known to police and has a range of previous convictions for assaults, including GBH (grievous bodily harm), possession of offensive weapons and public order offences.
- (b) Indian companies kept their eyes on the ball and did fairly well in the December quarter, despite the upheaval caused by the November ban on old, high-value banknotes.
- (c) A government minister was widely praised for trying to resuscitate Palmer, walking away from the scene with blood on his hands and face
- (d) The Enterprise rental car company said the vehicle used in the attack had been rented from its Spring Hill branch in Birmingham, which is located in the West Midlands.
- (e) Somebody reported to the contractor that his partner had only died a week before.
15. (a) She was very much engaged in her work when the thieves entered into her house and took away a lot of things.
- (b) Later, she lay in bed, tucked warmly under the covers as his boots clicked away from her on the hardwood floor - down the hall and into the den.
- (c) Slowly carrying the full cups into the living room, she handed one to Alex.
- (d) Imagine if someone had come to you on January 1, 1991, and said, "Before the end of the year, the Soviet Union will vote itself into nonexistence and peacefully break into fifteen republics".
- (e) Even most futurists have fallen into this trap.

Directions (16-20): In each of the following sentences four options are given. You are needed to identify the best way of writing the sentence in context of the correct usage of standard written English.

16. Cubans had welcomed a White House decision to end “wet foot, dry foot” immigration practices that allows undocumented Cuban migrants in remain and become permanent residents of the US.
- (a) Cubans welcomes a White House decision to end “wet foot,dry foot” immigration practice which allowed undocumented Cuban migrants in remain and become permanent residents of the US.
- (b) Cubans have welcomed a White House decision to end “wet foot, dry foot” immigration practice that allowed undocumented Cuban migrants to remain and become permanent residents of the US.
- (c) Cubans have been welcomed a White House decision to end “wet foot, dry foot” immigration practices that allow undocumented Cuban migrants to remain and become permanent residents in the US.
- (d) Cuban has welcomed a White House decisions to end “wet foot, dry foot” immigration practice that allowed undocumenting Cuban migrants to remain and become permanent residents of the US.
- (e) No error.
17. The United States will be set to issue a commemorative USD 100 gold coin that depicting Lady Liberty — a national symbol generally portray as a white woman — as an African American from the first time.
- (a) The United States is setting to issue a commemorative USD 100 gold coins that depicted Lady Liberty — a national symbol generally portrayed of a white woman— as an African American for the first time.
- (b) The United States has set to issue a commemorative USD 100 gold coin which depicts Lady Liberty — a national symbol generally portray as a white woman — as an African American from the first time.

- (c) The United States have set to issue a commemorative USD 100 gold coins that depicts Lady Liberty — a national symbol generally portraying as a white woman — as an African American for the first time.
- (d) The United States is set to issue a commemorative USD 100 gold coin that depicts Lady Liberty — a national symbol generally portrayed as a white woman — as an African American for the first time.
- (e) No error.
18. SpiceJet has achieved seven consecutive quarters of profit, highest on-time performance and lowest cancellation rates; a record load factor of over 90 per cent every month for 20 months in a row - a feat that has no parallel in aviation history.
- (a) SpiceJet had achieved seven consecutive quarters of profits, highest on-time performance and lowest cancellation rates; a record load factor of around 90 per cent every months for 20 months in a row - a feat that have no parallel in aviation history.
- (b) SpiceJet could have achieved seven consecutive quarters of profit, highest on-time performances and lowest cancellation rate; a record load factor of over 90 per cent every month for 20 months in one row - a feat that had no parallel in aviation history.
- (c) SpiceJet achieved seven consecutive quarters of profit, high on-time performance and low cancellation rates; a record load factor of at least 90 per cent every month for 20 months in a row - a feat that has no parallel in aviation history.
- (d) SpiceJet has achieved seven consecutive quarter of profit, highest on-time performance and lowest cancellation rates; the record load factor of over 90 per cent every month at 20 months in a row - a feat that have no parallel in aviation history.
- (e) No error.

19. Oil prices is ended lower on rising concerned over the extent of the OPEC (Organization of the Petroleum Exporting Countries) members countries implemented the output cut deal.
- (a) Oil prices have ended lower on rising concerns over the extent of the OPEC (Organization of the Petroleum Exporting Countries) member countries implementing the output cut deal.
- (b) Oil prices has ended low on rising concerns in the extent of the OPEC (Organization of the Petroleum Exporting Countries) member countries implemented the output cut deal.
- (c) Oil prices have been ended lowered on rising concerns over the extent of the OPEC (Organization of the Petroleum Exporting Countries) members countries implement the output cut deal.
- (d) Oil prices are ending lower rising concerns over the extent of the OPEC (Organization of the Petroleum Exporting Countries) members country implementing the output cut deal.
- (e) No error.
20. The new year promises to usher in a time when pragmatism, which takes a cold, hard look at the relations among nations at the expense of soft sentimentalism, will be the driving force in many world capitals.
- (a) The new year promising to usher in a time when pragmatism, which take a cold, hard look at the relations among nation at the expense of soft sentiments, will be the driver force in many world capitals.
- (b) The new year promised to usher with a time when pragmatism, which takes a cold, hard look on the relations among nations at the expense of soft sentiment, could be the driving force in many world capital.
- (c) A new year promises ushering in a time where pragmatism, which takes a cold, hard look at the relations among nations over the expense of soft sentimentalism, will be the driving forces in many world capital.

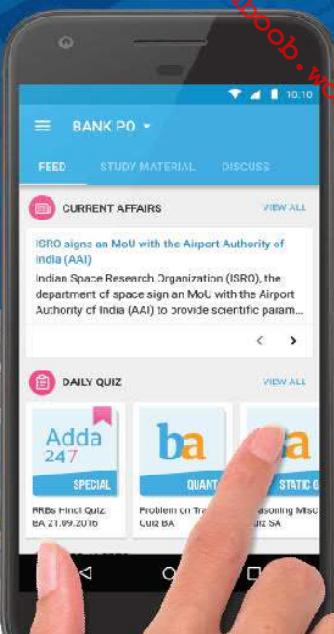


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- (d) The new year had promised to usher in a time when pragmatism, which take a cold, hard look at the relations among nations at the expense of soft sentiments, is the driving force in many world capitals.
- (e) No error.

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1. (d); Option d is the correct choice as it is following the subject verb agreement most appropriately and has the best sentence structure
2. (a); “left over” and “no time” (because of ‘scarcely’) are wrong expressions.
3. (a); “damage from” is the correct usage.
4. (c); The use of ‘not’ in the first part and ‘that’ after ‘but’ in the second part are deciding factors.
5. (b); Use of ‘the’ (definite article, which should not be) after ‘contractors’ etc, and preposition with ‘generated’ are deciding factors.
6. (c); In statement, the word beside (meaning by the side of) does not make sense. The preposition ‘besides’ is most appropriate here. In statement B, the word ‘search’ should be followed by ‘for’ and not ‘of’. In statement D, apart from the prepositional error mentioned above, the positioning of the adverb ‘also’ is incorrect. Statement C is grammatically correct.
7. (d); In statement A, the phrasal verb ‘caught on’, to understand something does not make sense. The correct expression is ‘caught’ up (with)’ meaning to reach somebody or something who is ahead of you, by going faster. Statement B has a tense error, the past perfect tense ‘..... had not’ is inapt here. The present perfect tense ‘..... have not’ is the correct tense to be used in this context. Further, ‘caught up’ (with) is the correct phrasal verb to be used in the sentence. In statement C, the expression ‘just like....’ does not bring out the comparison intended in the sentences. Only statement D is grammatically correct.

8. (b): In statements A and D the verb 'appears' does not correspond with the expression 'identical stimulus situations'. In statement C, the expression in different way is incorrect because the reference is to the response of two people with different social traditions, hence the correction is 'in different ways'. Further, the expression '..... Objective absolute', should be preceded by the article 'an'. Statement D has a tense error. The use of the simple future tense is incorrect here. The simple present tense 'we realize' is more appropriate here. Only statement B is grammatically correct.
9. (a): In statement B, the phrasal verb brings forward (to suggest something for discussion) does not make sense. In statement C, the phrasal verb 'bring around', meaning to agree to something does not make sense. Further, the verb 'leads' does not agree with the plural in' (to introduce a new law etc.) is incorrect. The phrasal verb 'bring about', meaning to make something happen is the apt phrasal verb to be used here. Statement A is the grammatically correct option.
10. (b): In reported speech we use past perfect tense in place of present perfect tense, therefore use 'had' in place of 'have'.
11. (d): Use 'that' in place of 'whether' as in the sentences which are either 'interrogative' or are assertive negative we use 'that'.
12. (a): Use 'should' in place of 'would' as after 'lest' we use 'should'.
13. (c): The use of 'service' is superfluous as funeral is already a service.
14. (e): Use 'only' before 'a week ago'.
15. (a): Remove 'into' after 'entered' as 'enter' means 'come into/go into'. So we can use either of the two in a sentence. For example, He went into the class. Or, He entered the class.
16. (b): The given sentence is grammatically incorrect. It can be corrected by replacing "had welcomed" with "have welcomed", "practices" with "practice", "allows" with "allowed" and "in remain" with "to remain".

17. (d): Replace "will be set" with "is set", "depicting" with "depicts", "portray" with "portrayed" and "from the first" with "for the first" to make the sentence grammatically correct.
18. (e): The given sentence is grammatically correct.
19. (a): Make the sentence grammatically correct by replacing "is ended" with "have ended", "rising concerned" with "rising concerns", "members countries" with "member countries" and "implemented" with "implementing".
20. (e): The given sentence is grammatically correct.

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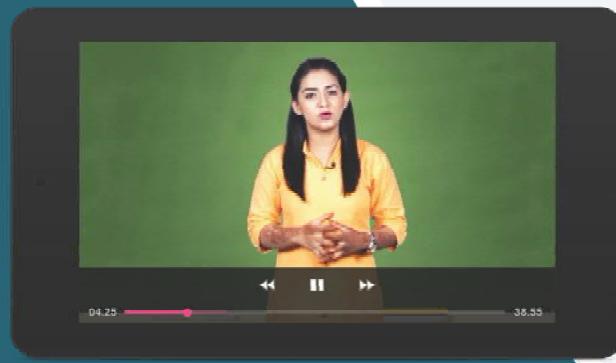
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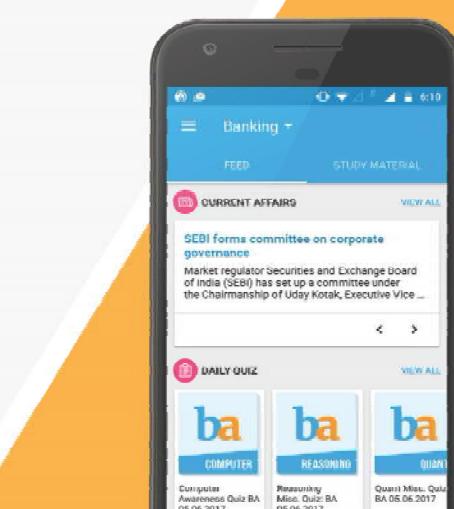
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*Chapter*

15

Miscellaneous

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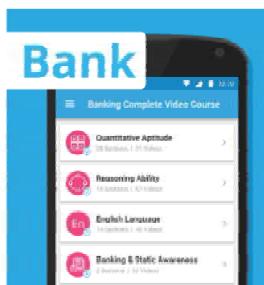
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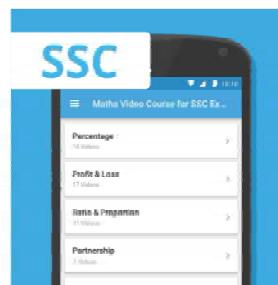
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Chapter

**15**

# Miscellaneous

Direction: Find out the error in each of the following sentences, if there is no error, answer is (e). Avoid punctuation mistake (if any).

1. (a) Our team's performance / (b) in the last few domestic and international games / (c) is fairly ordinary / (d) and below our stature/ (e) No error
2. They have (a)/fairly standard accounting procedures (b)/that are on the line (c)/with the internationally accepted norms.(d)/ No error (e)
3. (a) The actor is negotiating / (b) new merchandise launches / (c) at nearby / (d) half the cost / (e) No error
4. (a) The Company directors have been met / (b) heads of commercial Banks later this week / (c) to get their views on the credit limit / (d) and growth in deposits. / (e) No error
5. (a) Indian scientists are making waves / (b) throughout the world; their ideas (b) / (c) and inventions are yielded / (d) unprecedented growth in income and employment. / (e) No error
6. (a) The petrol prices had already / (b) been increased twice in / (c) the last 15 month and the Ministry of Petroleum had also / (d) levied additional monthly charges to consumers. / (e) No error
7. (a) Despite of curfew / (b) in some areas, minor / (c) communal incidents were reported / (d) from different areas of the walled city. / (e) No error
8. These politicians have been asked (a)/to furnish their financial details (b)/and information about (c)/his property. (d)/No error (e)
9. (a) The construction of stadium which will be made functional / (b) within the next two years / (c) require an additional investment / (d) of one hundred crores. / (e) No error
10. (a) We have taken on / (b) the responsibility of / (c) arranging the required material / (d) and assembling the machine. / (e) No error

11. (a) Witnessed the young boy's ability / (b) to solve the difficult questions / (c) his Mathematics teacher pushed him / (d) to participate in the All India Mathematics Olympiad / (e) No error
12. (a) It is all well known that / (b) children are generally in favour of /light topics like jokes and expressions (c)/that causing laughter all around. (d)/No error (e)
13. (a) The evening breeze / (b) won't carrying the poetry / (c) of peace beyond / (d) the school building. / (e) No error
14. (a) We are bring in the idea that / (b) European rehabilitation focussed / (c) on a multi-disciplinary approach / (d) towards chronic pain / (e) No error
15. (a) If students are able to / (b) realise the potential / (c) that they possess, the / (d) next challenge will be to channel it in the productive avenues / (e) No error
16. (a) Automated metal detectors are / (b) ensuring that on the time audience / (c) enter the plane their / (d) baggage is already scanned without opening the same. / (e) No error
17. (a) Delhi Metro's underground / (b) tunnels and stations will / (c) be constructed / (d) next heritage structures. / (e) No error
18. (a) He said that the performance of the Indian athletes / (b) was satisfactory at the Asian Games / (c) and that they learnt a lot from / (d) watching top seeded players through action at the grand slam. / (e) No error
19. (a) Watching the exponential / (b) talent of world cricket / (c) was the best things / (d) to happen to him. / (e) No error
20. (a) The meeting of the board of directors took place a week after / (b) the company held a meeting with project financers / (c) to evaluate funds that being needed to / (d) ensure that the project is not halted. / (e) No error
21. (a) The process of / (b) revising the figures of taxes / (c) to get additional revenue / (d) has began. / (e) No error

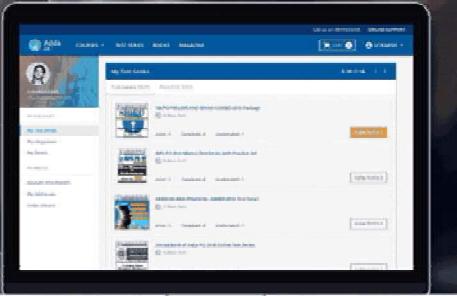
22. (a) Farmers who grow the crop (a)/are the worse hit, as the investment (b)/they make on a crop is (c)/huge as compared to the profit. (d)/No error(e)
23. (a) The school is made it / (b) mandatory for parents to send / (c) their children along with / (d) the report card signed by them. / (e) No error
24. (a) While these organisations have / (b) a strong traditional hold, the reasons for / (c) forming a consortium in Asia is to encourage / (d) cultural diversity for their organisations. / (e) No error
25. (a) The Government soon will make / (b) it mandatory for all private schools / (c) to notify infections cases / (d) as soon as they are detected. / (e) No error
26. (a) The judge advised the government to / (b) have metered Taxis across the state while / (c) recounting his personal experience where a Taxi driver / (d) made him to wait and also demanded Rs. 100. / (e) No error
27. (a) The firm aims / (b) to nearly double / (c) its revenues on the back / (d) of a strongest product pipeline. / (e) No error
28. (a) In a first – of – its – kind study / (b) a team of researchers have tried to / (c) 'grow' new stem cells in / (d) the ear that gets damaged with age. / (e) No error
29. (a) If successful, the research could / (b) pave the way towards / (c) the prevention in untimely deaths / (d) due to fatal diseases. / (e) No error
30. (a) After a complaint was filed, / (b) the police teams was given the photograph / (c) of the accused from the CCTV footage / (d) recorded at the hotel. / (e) No error
31. (a) On the second day of the competition / (b) contestants does a situational analysis of the state / (c) and spoke about their plan of action / (d) for implementing the Act. / (e) No error
32. (a) The NGT has warned / (b) that air pollution from vehicles and power stations / (c) is reducing life expectancy in the country / (d) in an average of 6 months / (e) No error(e)

33. (a) A new research has shown that kids / (b) who have a high body mass index are / (c) more likelier to have high blood pressure, cholesterol and blood insulin levels / (d) by the time they reach adolescence. / (e) No error
34. (a) The Consumer Forum directed the Mobile company to / (b) compensate a complainant for the inconvenience / (c) and mental agony who he had to suffer / (d) because of their support staff's irresponsible attitude / (e) No error
35. (a) People whose performance peaks in the morning / (b) are better position for career success / (c) because they are more proactive / (d) than people who are at theirs in the evening / (e) No error
36. (a) The economic structure of slum areas / (b) is such that children, especially girls / (c) are required to help in the household work / (d) and also perform their chores. / (e) No error
37. (a) Either Rohan or his friend / (b) were going / (c) to the party / (d) yesterday / (e) No error
38. (a) Even after so much years of independence / (b) the poor in India continue to suffer / (c) socially as well as economically / (d) at different levels and in different forms. / (e) No error
39. (a) Whether or not to convict / (b) them for their role / (c) in the robbery is a decision / (d) which is yet to take. / (e) No error
40. (a) According to government estimates / (b) at least four million tones of sugar / (c) will have to be imported / (d) this year because of a poor monsoon. / (e) No error
41. (a) At present China is the / (b) world's leader manufacture / (c) of environment friendly products / (d) such as electric cars and bicycles. / (e) No error
42. (a) Over 90% from us / (b) feel that if government had taken / (c) some corrective measures earlier / (d) the epidemic could have been averted. / (e) No error
43. (a) With the mortality rates in this / (b) region as high as 70% / (c) we need to encourage the / (d) local people to build hospitals. / (e) No error

44. (a) An economy relies / (b) on access / (c) to dependable / (d) and affordable sources energy. / (e) No error
45. (a) Such a situation / (b) is neither feasable / (c) nor desirable / (d) in democratic country like ours. / (e) No error
46. (a) If all goes well / (b) the examination scheduled for next week / (c) is all set to be completely free / (d) form annexes power cuts and disruptions. / (e) No error
47. (a) Aggression in some teenage boys / (b) may be linkage to overly / (c) large gland in their brains, / (d) a new study has found. / (e) No error
48. (a) The actor believes in / (b) being fit and feels that there / (c) are too much hype around size zero / (d) in the entertainment world. / (e) No error
49. (a) With this initiative, the Government / (b) hopes to assure the public that / (c) it is confident of providing good service / (d) and renewing their faith with the public transport system. / (e) No error
50. (a) Seema along with her friends / (b) are watching movie / (c) at the cinema hall / (d) near her office / (e) No error
51. (a) When two-vowel / (b) sounds occurs in direct succession, / (c) the transition between them / (d) is often difficult to make. / (e) No error
52. (a) The whole nation is / (b) being painted red with / (c) the JNU crisis as if it / (d) is a bread-and-butter issue. / (e) No error
53. (a) Everybody know / (b) that his failure can / (c) be attributed only / (d) to his lack of practice. / (e) No error
54. (a) You must warn him / (b) saying that you / (c) would beat him if / (d) he is talking against you again. / (e) No error
55. (a) Teena wanted to / (b) become a doctor / (c) and worked very hardly / (d) to achieve this. / (e) No error
56. (a) The significance / (b) of the detection of / (c) gravitational waves / (d) should not be lost on us. / (e) No error

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57. (a) Despite of their best efforts / (b) they failed to retain / (c) the contract due to / (d) unwanted political interference. / (e) No error
58. (a) When he had been / (b) walked along the road / (c) a wild and ferocious dog / (d) hit him hard and knocked him down. / (e) No error
59. (a) One has to have a / (b) good political network / (c) if he/she wants / (d) to be honoured. / (e) No error
60. (a) If I leave now / (b) I will not be able / (c) to return back / (d) before 9 p.m. / (e) No error
61. (a) If your jogging clothes / (b) were not made of / (c) permeable fabric you will drown / (d) in your sweat. / (e) No error (5)
62. (a) This is a strange world / (b) where each one pursues their / (c) own golden bubble / (d) and laughs at others for doing the same. / (e) No error
63. (a) She immediately quit / (b) the job in which / (c) neither skill nor / (d) knowledge were required. / (e) No error
64. (a) A hot and / (b) a cold spring / (c) was found near / (d) each other / (e) No error
65. (a) People who come to our / (b) concerts know what they / (c) are going to listen and they have enjoyed it / (d) before and they enjoy it now / (e) No error
66. (a) Unless / (b) he will not understand / (c) the concept he will not be / (d) able to solve the questions / (e) No error
67. (a) Everyone considered / (b) him as a brave man / (c) but he fled from / (d) the battlefield / (e) No error
68. (a) All his sister-in-laws / (b) are extremely co-operative / (c) and she doesn't miss her / (d) real sisters at all / (e) No error
69. (a) Governments and business houses / (b) must reduce its own energy / (c) use and promote conservation to / (d) their citizens and employees / (e) No error
70. (a) I have been a / (b) fortunate enough to / (c) visit Nepal a couple / (d) of times in my childhood / (e) No error

71. (a) To me it appears / (b) that Anthropology is / (c) the more interesting / (d) of all the subjects / (e) No error
72. (a) Both the rich along with / (b) the poor are / (c) affected equally when / (d) prices of petrol and diesel increase / (e) No error
73. (a) We seldom or ever / (b) go out these / (c) days because it / (d) is too hot now-a-days / (e) No error
74. (a) A number of students / (b) has qualified / (c) for the clerical posts / (d) in the SBI exam / (e) No error
75. (a) That day when they brought / (b) her back for the last time / (c) there was many old-timers / (d) who were shocked and fearful / (e) No error
76. (a) The objective of facebook might / (b) be fair but there are / (c) certain unintended consequences / (d) of what are disguised as freebies / (e) No error
77. (a) When the thief broke / (b) into their house they / (c) raised a hue and cry and the / (d) thief caught immediately by the people / (e) No error
78. (a) Many of the stresses to / (b) our own Constitution stem / (c) from gaps in governance and / (d) weak imposition of the rule of law / (e) No error
79. (a) He is one of those few post-colonial / (b) writer who believes that this talk about / (c) colonialism has gone too far / (d) and has turned into a cliché / (e) No error
80. (a) Had the river / (b) overflowed its / (c) bank, flood would / (d) have come / (e) No error
81. (a) My father does / (b) not mind to be / (c) disturbed while he / (d) is reading the newspaper / (e) No error
82. (a) A really good constitution / (b) holds up the mirror to government / (c) and enables the public as well as / (d) leadership to identify shortfalls / (e) No error
83. (a) If I would have realized / (b) what a bad driver you were / (c) I would not have / (d) come with you / (e) No error

84. (a) He confidently asked the crowd / (b) if they thought that / (c) he was right / (d) and the crowd shouted that they do / (e) No error
85. (a) The father told his son / (b) that he was a lazy boy / (c) and that he has done / (d) his work very badly / (e) No error
86. (a) If you have a way with words / (b) a good sense design and administration / (c) ability you may enjoy working in / (d) high pressure world of advertising / (e) No error
87. (a) The Congress Party stood for / (b) implementation of the / (c) Nuclear Liability Bill and was ready / (d) to stake their political existence / (e) No error
88. (a) He is the most / (b) intelligent and also / (c) the very talented / (d) student of the college / (e) No error
89. (a) The soul of a constitution lies / (b) in its vision of the kind of / (c) society that the country will seek / (d) to build through its institution / (e) No error
90. (a) No sooner the / (b) teacher enter the / (c) class than the / (d) students stood up / (e) No error
91. (a) He should refrain to / (b) associating himself with / (c) any party because people / (d) have faith in his integrity / (e) No error
92. (a) I did not know / (b) hardly anyone in / (c) the college and so felt / (d) lonely all the time / (e) No error
93. (a) The right to speech / (b) is tempered with / (c) a responsibility to / (d) use it judiciously / (e) No error
94. (a) Knowledge of / (b) atleast two languages / (c) are required to pass / (d) the examination / (e) No error
95. (a) If I were the / (b) Prime Minister of India / (c) I will work for the / (d) welfare of the poor / (e) No error.
96. (a) Even after sixty / (b) years of independence / (c) lakhs of people do not / (d) have beds to sleep / (e) No error
97. (a) They left their / (b) luggages at home / (c) by mistake and went / (d) to railway station / (e) No error

98. (a) It is saddening that / (b) the government is / (c) trying hard to label a group / (d) of students as anti-national / (e) No error
99. (a) The anti-Vietnam war / (b) protests were spontaneous / (c) unlike the politically orchestrated / (d) student activism in India / (e) No error
100. (a) The Ganga is a / (b) river whose origin / (c) has always been a / (d) matter of speculation / (e) No error

## Solutions

1. (c); Replace 'is' by 'has been' to make the syntax correct.
2. (c); 'On' should be replaced by 'in'.
3. (c); 'Nearby' is superfluous usage. 'Negotiating' gives the idea of the process of bargain itself.
4. (a); Remove 'been' that is inappropriate to use in active voice sentence.
5. (c); The first clause is in progressive form and therefore the second clause should also be in from to express the idea of continuity. Use 'are yielding'
6. (d); 'Levy' is followed by preposition 'on'.
7. (a); 'of' is not used with 'despite'.
8. (d); As 'politicians' is a plural subject, so 'its' possessive should also be plural. So 'his' should be replaced by 'their'.
9. (c); Use 'requires' in place of 'require' as the subject is singular here.
10. (e); No error.
11. (a); 'Witnessed' should be replaced by the term 'witnessing' to make the syntax correct/
12. (d); Use 'cause' in place of 'causing' in part (d) to make it correct.
13. (b); With modals, we use 'V1'. So, 'carrying' should be replaced by 'carry'.
14. (a); 'are Bring' should be replaced by 'brought' as the preceding clause is in past tense.
15. (e); No error.

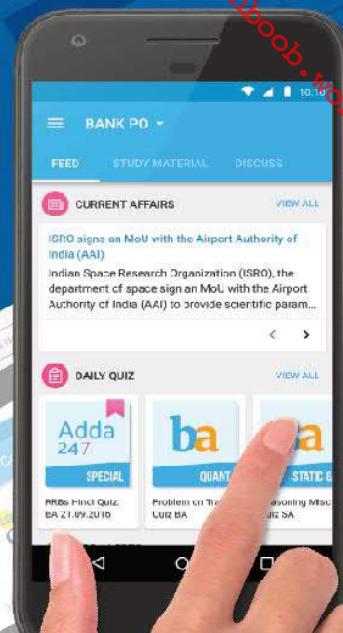
16. (b); There is a prepositional error. 'On' should be replaced by 'at' as it is related to time reference.
17. (d); Here positional reference is given. So, we should use 'next to heritage structures'.
18. (d); 'Players through action' should be replaced by 'players in action' to make the sentence correct.
19. (c); 'Things' is wrong usage. Use 'thing' in that place as 'the best' can only be used with a singular noun.
20. (c); Use 'are' after connector 'that'
21. (d); With 'has' we use V3. So, 'Began' should be replaced by 'begun'.
22. (b); The sentence seeks a reason. Therefore, 'as' should make way for 'because'.
23. (a); 'Is' should be replaced by 'has' for it is actively doing something instead of something is done upon.
24. (d); 'Their' is inappropriate usage. We should use 'these'. There is no mentioning of a pronoun whose possessive case is needed.
25. (a); Placing of 'soon' is wrong. The sentence should start with 'soon'.
26. (d); The correct expression will be 'made him wait'.
27. (d); 'Strongest' should be replaced by the word 'stronger' that gives us the idea of an improvised product.
28. (b); 'A team of ....' is a phrase that with agree to a singular verb. Hence, 'have' should be replaced with 'has'.
29. (c); 'Prevention' is followed by 'from'.
30. (b); 'Police' is a plural noun. Hence, Plural verb 'were' should be used here.
31. (b); The event is already done. With time being mentioned in it, We should use the simple past form of tense. Use 'did' in place of 'does'.
32. (d); 'On an average' is the correct expression to be used here in place of 'in an average'.
33. (c); 'Likelier' is the wrong usage. It is correct to use 'likely' here.



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34. (c); 'Who' is not suitable to use. 'Which' should be used when persons are not meant.
35. (b); The expression should read out as 'are better positioned for', which will make the syntax correct.
36. (d); 'Their' should be replaced by 'Other'. 'Their' is not in sync with the meaning.
37. (b); Use 'was going' in place of 'were going'.
38. (a); With countable nouns we should use 'many' not 'much'.
39. (d); 'To take' is to be replaced by 'to be taken' as the sentence indicates passivity in it.
40. (a); 'Estimate' can be used as noun/verb both. Here, noun form 'estimate' is to be used.
41. (b); Expression should be 'world's leading manufacturer' as it fits the meaning.
42. (a); 'Per cent' should be followed by 'of'.
43. (a); 'Mortality rate' is the correct expression to be used in the sentence.
44. (e); No error.
45. (b); 'Feasable' is to be written correctly as 'feasible.'
46. (b); Article 'the' is left out before 'next' we have to use 'the'.
47. (b); 'Linkage' should be replaced by 'linked' that will make the syntax correct.
48. (c); 'Are' should be replaced with 'is' to make the agreement with the subject.
49. (d); 'With' should be replaced by 'in'. 'faith in' is the correct expression.
50. (b); Use 'is watching movie'. In the case of 'along with' verb is used according to first subject.
51. (b); Replace 'occurs' with 'occur'. Here the subject (when two vowel sounds) is plural. Hence, it will take a plural verb.
52. (e); No error.
53. (a); 'Everybody' is a singular noun. Hence the correct verb should be 'knows', not 'know'.

54. (d); A conditional clause starting with 'if' should normally be in present indefinite tense. Therefore 'talking against' should be replaced with 'talks against'.
55. (c); Replace 'hardly' with 'hard' because 'hard' means a 'tough work', 'hardly' means 'rarely' or 'not very often'.
56. (e); No error.
57. (a); Delete 'of' after 'despite'. The word 'despite' takes no preposition. We use either 'despite' or 'in spite of'. We never use 'of' after 'despite'.
58. (b); Replace 'walked' with 'walking'. The structure of past perfect continuous is – Subject + had been + V<sub>4</sub> (verb + ing).....
59. (e); No error.
60. (c); Remove 'back'. The word 'back' makes 'return' superfluous.
61. (c); Change 'will' into 'would' as the sentence is in past tense.
62. (b); 'Each one' is singular and hence will take singular pronoun 'his'.
63. (d); Change 'were' into 'was'. When two subjects are joined by 'neither .... nor', the verb agrees with the nearest subject.
64. (c); Change 'was' with 'were'. If two subjects are joined by 'and' and if article is used before both the subjects, plural verb will be used.
65. (e); No error.
66. (b); Change 'he will not understand' with 'he understands'. 'Not' and 'will' do not come after 'unless'.
67. (b); Remove 'as'. 'Considered' is not followed by 'as'.
68. (a); 'Sisters-in-law' is the correct plural form of 'sister-in-law'.
69. (b); Change 'its' into 'their'. Government and business houses being plural will take plural adjective 'their'.
70. (e); No error.
71. (c); Use superlative degree 'most'.
72. (a); 'Both' is followed by 'and' and not 'along with'.
73. (a); 'Seldom or never' is correct phrase.
74. (b); 'A number of'... this expression takes plural verb. Use 'have qualified'.

75. (c); Use plural verb 'were' with 'many old timers'.
76. (e); No error
77. (d); Change 'thief caught' into 'thief was caught'. 'Thief caught' means 'thief is the doer of the action'.
78. (e); No error
79. (b); 'One of' will be followed by a plural noun. Hence 'writers' will replace 'writer'. Verb will follow the antecedent (writers) to the relative pronoun (who). Change 'believes' into 'believe'.
80. (b); V<sub>2</sub> of 'overflow' is 'overflowed'
81. (b); 'Gerund' will come after 'mind'. Change 'be' into 'being'.
82. (e); No error.
83. (a); Change 'would have' to 'had'.  
Formula: If+ Past Perfect, Sub+ would+ have + V<sub>3</sub>
84. (d); Change 'do' to 'did' as sentence starting in the past should stay in the past.
85. (c); Change 'has' to 'had' as sentence starting in past should stay in past.
86. (b); 'Administration' is a noun. We need an adjective from here which is 'administrative'.
87. (c); Change 'their' into 'its'. 'Congress Party' is singular and will take singular adjective 'its'.
88. (c); Change 'very' into 'most'. If two adjectives are joined by a conjunction, both the adjectives should be in the same degree. Hence, use 'most intelligent' with 'most talented'.
89. (e); No error.
90. (a); 'No sooner' is followed by a 'helping verb' and then the 'sub'. 'No sooner did the teacher enter' will be the correct way of writing this sentence.
91. (a); Refrain is followed by 'from' and not 'to'.
92. (b); Remove 'Hardly'. Hardly cannot take 'not' with it.
93. (e); No error.

94. (c); Here 'Languages' is not the main subject. Rather 'knowledge' is the main subject. Hence verb used must agree with 'knowledge'. Use 'is' in place of 'are'.
95. (c); Change 'will' to 'would'. The sentence is in past.
96. (c); Add 'in' after 'sleep'. If 'infinitive' is used after 'noun' then appropriate preposition should follow 'infinitive'.
97. (b); Change 'luggages' into 'luggage'
98. (e); No error.
99. (e); No error.
- 100.(b); Change 'whose origin' into 'the origin of which' because 'whose' is not used for 'non-living things.'

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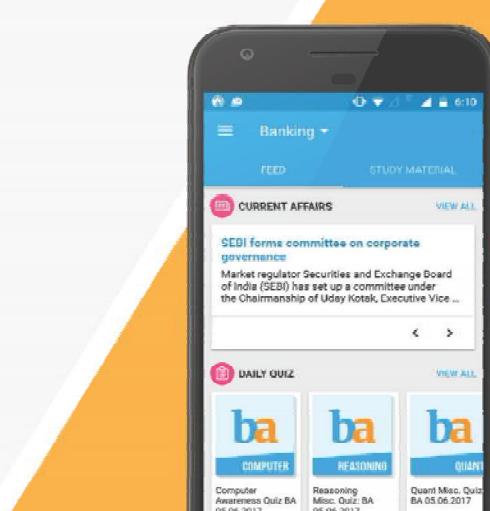
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# Bank English Language

*Chapter*

16

Reading  
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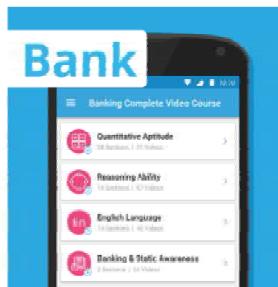
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Chapter

**16**

# Reading Comprehension

Steps For Solving RC: Most of you are confused whether to attempt the RC or not. Well RC can actually be your saving glory in the exams, as it does not require any grammar rules or guess work, all you need to do is to look for the answers. Now one RC is expected in the exams, well you obviously cannot immediately read long passages due to lack of time. So what do you do?

So, here are the strategies to follow to get more marks in Reading Comprehension.

1. A complaint which I hear often is that, the students are unable to understand the given reading comprehension. If you belong to this category, you need to understand that you don't need to understand each and every word of the comprehension. At the same time, you should find the gist (summary) of it. Both these points above may appear contradictory. But the crucial thing is, you need to eliminate the words, phrases, sentences from the Reading Comprehension that are not useful and need to focus on keywords.
2. Find your strengths first: To improve reading comprehension, you need to find your strengths first, read one question and then search for the answer quickly, looking for similar words in the paragraphs. But make sure you do it really quickly. Once you get the needed lines of the answer in the RC, then compare it with the options given in the question. If you are unable to locate an answer then move to the next question, but do not get stuck on any question!! Using this method you will be able to attempt the RC in a short span of time and it will help you score well too. This method seems odd, but works beautifully in the exams. You still have time before the exams, try it at home as an experiment to see if it works for you. Also stay away from questions

like what is the authors view in this passage, or what is the author trying to say, as these questions are usually quite controversial. So basically these exams require you to be really smart. And smartness comes from practice.

3. Practice a lot: "Normally, students who believe themselves to be weak in Reading Comprehension, are unwilling to practice. Most of them try to avoid solving at home. They make a lot of excuses. But remember excuses don't bring you success. Success won't be available unless you confront your fears and weaknesses. Remember, No one asks you "why didn't you succeed in life?" They only ask you "Did you succeed or not?"
4. Improve Your Vocabulary: Why you need to improve your vocabulary? Vocabulary means knowledge of words (meaning of words). If you do not have a good vocabulary, you have to stop at every new word in the reading comprehension, and be puzzled what does it mean? So, when you don't know the meaning of a word, it becomes very difficult to understand the gist of the Comprehension. Having a good vocabulary, makes you understand the reading Comprehension much easier.

How to improve your vocabulary?

Start reading in English, anything..... Newspapers, stories, comics, text books....anything, that keeps you immersed in English. New words gradually sink into your subconscious mind and become familiar.

Keep a notebook, Note down the new words you learned today and revise them regularly.

Keep a target and a schedule to learn a certain number of new words every day. You are the better person to decide the number,... I am not. Do not deviate from the schedule at any cost.

5. Use a pen while reading: Do not read the Reading Comprehension like a movie novel. While going through the passage, your three body organs should act in collaboration.

## Eyes, Hand, Brain

6. Focus: It is not unusual for any person to wander somewhere while reading something uninteresting. So, when you find the Comprehension dull, difficult and uninteresting, your eyes run through the sentences, but your mind wanders somewhere else. The result....you complete reading, but you grasp nothing.

Solution: Focus on the content. Don't let your mind go away from there. If it starts daydreaming....bring it back into reality. Tell yourself that you have plenty of time to dream after the exam.

7. Improve reading Speed: Do not move your lips while reading, it slows you down.

## Types of questions

The questions asked in reading comprehension can be categorised into the following categories. It is wise to be familiar with these categories so that while giving the test you can identify the type of the question and the appropriate approach to ensure accuracy. They are:

1. Central Idea Questions: These types of questions test your understanding of the theme of the passage. These questions include words like, 'the main idea, central idea, purpose, a possible title, theses, and so on.' You may be asked to choose the option which best expresses the author's arguments or conclusion.

- How to solve these types of questions?

While solving these questions you will note that in order to answer the central idea question correctly you need to pay attention to the details. You have to comprehend what these details are trying to emphasize or support. The idea is not specifically stated in the passage but it is what every point will support.

2. Specified Idea Questions: As the name suggests, these are the direct questions. The answer of these questions will be specifically given in the passage.

- How to solve these types of questions?

In order to answer these types of questions, you need to read the passage carefully and choose the option wisely because sometimes the facts given in the passage are maneuvered to confuse the candidate.

3. Inference Question: These are the indirect questions. Inference questions ask a candidate to make sustainable inferences based on the facts given in the passage.

- How to solve these types of questions?

In order to answer these types of questions, you need to understand the facts given in the passage, observe the logic used by the author and then decide which option can be inferred from the same. Sometimes, you may be required to identify the option that cannot be inferred. In such types of questions same approach is applied.

4. Tone/ Attitude Questions: While writing on some topic, every author will have some ideas/ character/ attitude towards it.

- How to solve these types of questions?

In order to answer these ideas/ attitude questions you need to identify the ideas/ character/ attitude he has towards the subject he is dealing with. This 'attitude' can be inferred by a careful reading. Also, his attitude towards the subject will impart a tone to his writing and will explicitly be shown by his choice of words.

5. Vocabulary Based Questions: These questions ask you to choose the MOST SIMILAR/ MOST OPPOSITE option among the given options.

- How to solve these types of questions?

There is no hierarchical process which you can follow to answer these types of questions. However, you can refer to the wordlist given in the vocabulary section to improve your vocabulary. Also, try to infer the meaning of the word on the basis of the tone of the sentence.

The genesis of service tax emanates from the ongoing structural transformation of the Indian economy, whereby presently more than one-half of GDP originates from the services sector. Despite the growing presence of the services sector in the Indian economy, it remained out of the tax net prior to 1994-95, leading to a steady deterioration in tax-GDP ratio. The service tax was introduced in 1994-95 on a select category of services at a low rate of five per cent. While the service tax rate and the coverage of services being taxed have increased ever since, the combined tax-GDP ratio of the Centre and States, nevertheless, deteriorated from 16.4 per cent in 1985-86 to 14.1 per cent in 1999-2000. It may be noted that between 1990-91 and 1998-99, the share of industrial sector in GDP dropped by 6.4 percentage points whereas almost 64 per cent of the tax revenue was generated by indirect taxes for which industrial sector continues to be the principal tax base. On the other hand, during the same period, the share of services sector in GDP has increased by 10 percentage points and this sector has still remained poorly taxed.

The rationale for service tax, therefore, lies not only in arresting the falling tax-GDP ratio but also in ipso facto improving allocative efficiency in the economy as well as promoting equity. Against this back-drop, the service tax needs to be designed taking into account the fact that (i) the share of services in GDP is expanding; (ii) failure to tax services distorts consumer choices and encourages spending on services at the expense of goods; (iii) untaxed service traders are unable to claim value added tax (VAT) on service inputs, which encourages businesses to develop in-house services, creating further distortions; and (iv) most services that are likely to become taxable are positively correlated with expenditure of high income households and, therefore, service tax improves equity.

In the Indian context taxation of services assumes importance in the wake of the need for improving the revenue system, ensuring a measure of neutrality in taxation between goods and services and eventually helping to evolve an efficient system of domestic trade taxes, both at the Central and the State levels.

The coverage of services under tax net has been progressively widened over the years. With effect of the Finance Act, 2004, 71 services are presently contributing to the service tax collections. The services tax is applicable to all parts of India except the State of Jammu and Kashmir and is leviable on the gross amount charged by the service provider from the client. The rate of service tax was increased from 5 per cent since September 10, 2004. With the increase in tax rate and base of service tax, the collections from the service tax have shown a steady rise from Rs. 410 crores in 1994-95 to Rs. 8,300 crores in 2003-04; however, they accounted for only 4.4 per cent of the total tax receipts of the Centre (0.3 per cent of GDP) in 2003-04.

Service tax is envisaged as the tax of the future. The inclusion of all value added services in the tax net would yield a larger amount of revenue and make the existing tax structure more elastic. Once the service sector is adequately covered under tax net, the buoyant services sector will enable the reversal of declining trend in tax buoyancy. Besides raising the revenue buoyancy, appropriate taxation of services sector would also provide equity, efficiency and consistency in the tax administration as well as neutrality for various economic activities. Integration of services sector to the tax net would be the prelude to the introduction of a full-fledged VAT system.

1. The origin of service tax is attributed to
  - (a) Increase in Gross Domestic Products (GDP)
  - (b) Existence of service sector
  - (c) Tax of the future
  - (d) Metamorphosis of our country's economy
  - (e) Enormous growth potential of industrial sector

Sol. (d); The first line of the passage 'The genesis(origin) of service tax emanates from the ongoing structural transformation of the Indian economy' enables us to infer that the origin of service tax is attributed to the transformation of the Indian economy. Hence (d) is the correct option.

## Main Idea Question

2. When the author mentions that the service taxes constitute 0.3 per cent of GDP, he implies that-
- It is a substantially high amount
  - The service taxes show a very progressive trend
  - It is a very small amount
  - There is no scope for further increase
  - None of these

Sol. (c); In the second last paragraph it is given that 'they accounted for only 4.4 per cent of the total tax receipts of the Centre (0.3 per cent of GDP)'. Here, the usage of the word 'only' suggests that 'It is a very small amount'. Hence, (c) is the correct option.

## Inference Question

3. Levying service tax is most likely to achieve which of the following ?
- Check on reducing Tax-GDP ratio.
  - Enhancement in allocative efficiency.
  - Promoting equity.
- (a) and (b) only
  - (b) and (c) only
  - (a) and (c) only
  - All the three
  - None of these

Sol. (d); From the figures given in the first paragraph and the statement 'The rationale for service tax, therefore, lies not only in arresting the falling tax-GDP ratio but also in ipso facto improving allocative efficiency in the economy as well as promoting equity' we can conclude that (a),(b) and (c) are true. Hence, (d) is the correct option.

## Tone/ Attitude Question

4. The author of the passage seems to be having-
- An antagonistic attitude about levying service tax
  - A favourable attitude towards levying service tax
  - A sympathetic and lenient view regarding untaxed service traders
  - A distorted view about equity
  - A soft corner for the tax payers brought under service tax net

Sol. (b); In the entire passage, the author discusses the positive impact of service tax, so we can infer that he has a 'A favourable attitude towards levying service tax'. Hence, (b) is the correct option.

### Vocabulary Based Questions

5. Choose the word/group of words which is most nearly the SAME in meaning to 'NET'.

- (a) Actual amount      (b) Amount after tax    (c) Governance
- (d) Coverage            (e) Mesh

Sol. (d); 'Coverage' is the word which is most nearly the same in meaning to 'NET'.

6. Choose the word/ group of words which is most OPPOSITE in meaning to PROGRESSIVELY .

- (a) Gradually            (b) Abruptly                (c) Occasionally
- (d) Narrowly            (e) Ineffectively

Sol. (b); 'PROGRESSIVELY' means 'gradually'. Hence 'Abruptly' is the word which is most nearly the opposite in meaning to it.

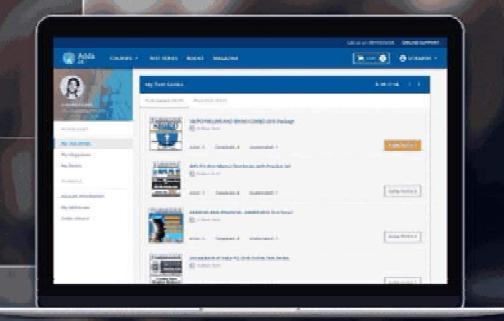
### PASSAGE-1

Directions (1-10): Read the following passage carefully and answer the questions given below it. Certain words/phrases in the passage are printed in bold to help you locate them while answering some of the questions.

In a private journal in 1945, Alfred Kazin said that, "More and more, it is clear to me that what I suffer from is the lack of a working philosophy, of a strong central belief, of something outside to which my 'self' can hold and, for once, forget its 'self.'" In a letter to his editor, Norman Mailer said The Naked and the Dead would feature "troubling terrifying glimpses of order in disorder, of a horror which may or may not lurk beneath the surface of things," forging into "primitive glimpses of a structure behind things [...] on the edge of a deeper knowledge." And Frank O'Hara's search for the essence of the human person in poetry could travel so far to the edge of deeper knowledge that it became a sickening moral crisis.

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Kazin's absent working philosophy influenced a private life animated by self-aggrandizing myths of erotic heroism and acts of domestic violence. Mailer only had to look in the mirror to catch glimpses of terrifying disorder. He nearly killed his second wife by stabbing her with a penknife. In the case of O'Hara, the quintessential poet of the avant-garde was so artistically insecure that he could descend into states of depressive alcoholism leading to poetic impotence. These are just a few examples of the inner turmoil and private instability, which Mendelson carefully reveals as the backdrop of literary expression in the 20th century. At a time when the question of human nature was of grave public concern, it proved no less compelling behind closed doors.

Though Dwight Macdonald's work as a commentator and critic was not celebrated like the novels and poems of his peers, he was instrumental in setting the stakes of the literary and humanistic debate. Raised in the cradle of America's founding elite, Mendelson says that "his ancestors were to Yale what the Adams, Eliot and Lowell families were to Harvard." In each case, the "family produced one or more soberly respectable presidents of the college or the nation," but they also "produced a volatile and often tormented moralist-aesthete." Dwight was his family's Henry (Adams), T. S. (Eliot), and Robert (Lowell), editing for the Partisan Review, founding Politics, and writing for outlets that ranged from The New Yorker to Esquire. Deeply moved by the horrors of the two World Wars, and America's numerous moral failures (especially in relationship to the descendants of slavery), Macdonald's response to moral and political ambiguity was an unfailing attempt to establish supreme clarity. His defining statement remains the essay "Masscult and Midcult."

In it, Macdonald outlined the traditional divide between High Art and Folk Art, which was not fraught with pejorative overtones as it would be today. Rather, it was merely the result of aristocratic hierarchies that made up most of recorded history. For him, the virtue of aesthetic hierarchy was that it emanated from the work of individuals who were expressing the concrete realities of their community. "Folk Art grew mainly from below," and was "shaped by the people to fit their own needs, even though it

often took its cue from High Culture." Obviously high art and culture were curated by the elite, but clear distinctions allowed for cross-germination that aspired to move in both directions (for example, Picasso's immersion in African folklore, or the contemporary sign painting of Steve Powers).

With the advent of Mass Culture — "or better Masscult, since it really isn't culture at all" — the communal context of artistic expression was overrun by industrial mechanisms to produce and deliver (almost anything) to a freshly minted entity known as the public. Where folk art and high culture were unique and respectable in their own right, masscult was a parody of high culture, conceived in executive boardrooms to sell to the masses (the precursor to the consumer and the tax payer). The result was the semblance of art produced on the basis of behavioral patterns and capitalizing on distraction. In Macdonald's appraisal, the moral implications of this aesthetic revolution were high, and the ramifications were deeply political. Anticipating a key feature of late 20th-century American fiction, "the mass man," he argued, "is a solitary atom, uniform with the millions of other atoms that go to make up 'the lonely crowd.'" Individuals, he argued, thrive in relationship to community, where economic interests, traditions, humor, controversy, and values can be shared, and from which vibrant artistic and political expressions can emerge. On the flipside, A mass society, like a crowd, is inchoate and uncreative. Its atoms cohere not according to individual liking or traditions or even interests but in a purely mechanical way, as iron filings of different shapes and sizes are pulled toward a magnet working on the one quality they have in common. Its morality sinks to the level of the most primitive members — a crowd will commit atrocities that very few of its members would commit as individuals — and its taste to that of the least sensitive and the most ignorant. Where he thought the blurring of lines between the upper and lower classes was one of America's great political achievements, it was culturally devastating. Instead of preserving the nation's organic ethnic plurality, Macdonald saw a hasty assimilation by immigrants (the "huddled masses") who were made to feel ashamed of

their rich artistic and linguistic traditions, rendering many at the lowest cultural (as well as economic) levels [...] ready-made consumers of Kitsch." Hasty assimilation and consumption of kitsch led to the advent of Midcult, which "pretends to respect the standards of High Culture while in fact it waters them down and vulgarizes them." According to Macdonald, Midcult could neither sustain cultural plurality, nor challenge conventional wisdom. Arguably a precursor of contemporary phenomena such as trigger warnings, Midcult was predicated on being acceptable, uncontroversial, and inoffensive. It promoted a cultural world of aesthetic, political and intellectual homogenization, where "the fear that wakes publishers in the night is," not that the quality of their acquisitions, but "that the presses may for a moment stop." In turn, the fear that silences citizens and artists is that they might offend.

1. According to the given passage, which of the following options is/ are NOT TRUE about Dwight Macdonald?
  - (i) As a commentator and critic, he wasn't as successful as his contemporaries.
  - (ii) According to him, the moral implications of aesthetic revolution were high.
  - (iii) He was successful in establishing supreme clarity between moral and political ambiguity.
    - (a) Only (i)
    - (b) Only (ii)
    - (c) Only (ii)
    - (d) All (i), (ii), (iii)
    - (e) None of (i), (ii), (iii)
2. According to the given passage, on what aspect(s) was the Midcult based?
  - (a) On being acceptable
  - (b) On not being controversial
  - (c) On being inoffensive.
  - (d) Both (a) and (c)
  - (e) All (a), (b) and (c).

Directions (6-8): Choose the word/group of words which is MOST SIMILAR in meaning to the word/group of words printed in bold as used in the passage

Directions (9-10): Choose the word/group of words which is MOST OPPOSITE in meaning of the word/group of words printed in bold as used in the passage.



## PASSAGE-2

Directions (11-20): Read the following passage carefully and answer the questions given below it. Certain words/phrases in the passage are printed in bold to help you locate them while answering some of the questions.

Banks, it is often said, are the fulcrum of a robust economy. Healthy banks are an essential prerequisite for placing the economy on a higher growth orbit. The banking scene in India, however, presents an absolutely scary picture. A combination of factors ranging from poor credit appraisal to political interference and mismanagement by borrowers have conspired to push the banking industry into a messy cobweb. Bank after bank, especially the government-owned, has come out with poor third-quarter results. The stressed assets (comprising gross non-performing assets plus written-off assets and restructured assets) account for 14.1 per cent of total bank loans as of September 2015, up from 13.6 per cent in March 2015. For public sector banks, the stressed assets were in the vicinity of 17 per cent at the end of September, while the figure for private sector banks stood at 6.7 per cent. The rising stress level, or increase in bad loans, has yielded a twin fallout — of declining profitability at banks and poor credit disbursal. The double effect is already telling on the economy in various ways. For long, banks have either managed to, or rather been allowed to, keep the stress invisible, giving the outside world very little clue as to the happenings inside the industry. The Reserve Bank of India under Raghuram Rajan's

stewardship, however, has decided to clean up banks' books rather than letting them camouflage the real picture. "There are two polar approaches to loan stress," he said at the CII Banking Summit in Mumbai this week. "One is to apply band-aids to keep the loan current, and hope that time and growth will set the project back on track. Sometimes this works. But most of the time, the low growth that precipitated the stress persists. The fresh lending intended to keep the original loan current grows. Facing large and potentially un-payable debt, the promoter loses interest, does little to fix existing problems, and the project goes into further losses." Indeed, legacy problems should be given a burial, and should not be allowed to persist. So hinting, Dr. Rajan articulated the need for surgical action to retrieve the health of the industry.

Forcing banks to recognise a problem is one thing, and finding a viable long-term solution to it is quite another. That requires not just holistic thinking but an out-of-the-box approach as well, especially in the evolving global context. A meaningful fix can happen only if banks are given functional autonomy at various levels. Restricted freedom inevitably leads to a blame game, making it even more difficult to fix responsibility. The concept of arm's-length relationship especially needs to be clearly defined and implemented in letter and spirit in the banking industry. It is not just about how much money the Central government will freshly pump into stressed banks. The litmus test for the government lies in its ability, and capacity, to let go of control. The banking system indeed needs a change in the way it is managed.

11. According to the passage, which of the following is the main factor for pushing the banking industry into a messy cobweb?
- (a) Increase in bad loans and poor credit disbursal.
  - (b) Unpayable debt.
  - (c) Poor credit appraisal to political interference and mismanagement by borrowers.
  - (d) Restricted freedom and rising stress level.
  - (e) None of the above.

12. Which of the following can be the most suitable title of the passage?
- (a) NPA at 'unacceptable' level for public sector banks
  - (b) Rising NPAs put banks in a tight spot
  - (c) Containing the rising stressed assets in Indian banks
  - (d) Banks ultimately need autonomy
  - (e) None of the above
13. Which of the following best explain the meaning of the idiom 'arm's length relationship' in context of the passage?
- (a) a relationship lacking intimacy or friendliness, esp. when possessing some special connection, such as previous closeness.
  - (b) Maintaining a sweet relationship.
  - (c) To be convinced of one's sincerity and act in accordance with his/ her statement.
  - (d) Selfish friends who are with us only in comfortable situation.
  - (e) None of the above
14. According to the passage, what is/are the approaches to clean up banks' books rather than letting them camouflage the real picture?
- (i) To apply band-aids to keep the loan current.
  - (ii) Hope that time and growth will set the project back on track.
  - (iii) Facing large and potentially unpayable debt.
- (a) Only (i)
  - (b) Only (i) and (ii)
  - (c) Only (iii)
  - (d) Only (i) and (iii)
  - (e) None of the above.
15. Which of the following statement is/are true in context of the passage?
- (i) The banking system indeed needs a change in the way it is managed.
  - (ii) Increase in bad loans has yielded a twin fallout – of declining profitability at banks and poor credit appraisal.
  - (iii) Currently, the stressed assets account for 13.6 % of total bank loans.
- (a) Only (iii)
  - (b) Only (ii) and (iii)
  - (c) Only (i) and (ii)
  - (d) Only (ii)
  - (e) None of the above

Directions (16-18): Choose the word which is most ~~opposite~~<sup>similar</sup> in meaning of the word printed in bold as used in the passage.



Directions (19-20): Choose the word which is opposite in meaning of the word printed in bold as used in the passage.



### PASSAGE-3

Directions (21 - 30): Read the following passage carefully and answer the questions given below it. Certain words/ phrases are printed in bold to help you to locate them while answering some of the questions.

Shortly after taking over as the Reserve Bank of India governor in September 2013, Raghuram Rajan had promised a “dramatic remaking” of the country’s banking sector. Rajan has walked the talk, though the full results of his efforts would be visible only a few years from now. For example, five years down the line, the Indian banking sector could look very different from what it is now.

To start with, the near-monopoly of public sector banks, which now account for over 77 per cent of the loan market, could well be over. Experts say there could be fewer public sector banks, more niche banks that offer only specific products or cater to a particular group of customers and more private universal banks. The postal department's ambition to become a full service bank could also impact the monopoly that state-run lenders enjoy in the hinterlands.

Most importantly, customer choices would change dramatically with technological innovations, as a result of which lenders which still depend on savings deposits to attract customers, could face oblivion in the next five years.

"There is definitely change in the air with payments banks, small finance banks and more universal banks coming in. Three years down the line, you will see many of these things happening," said Arundhati Bhattacharya, chairman, State Bank of India, the country's largest lender which controls 17 per cent of the total credit of the banking system.

The recent decision of the government to capitalise public sector banks based on their efficiency could go a long way in ending the muscle power that the state-run banks enjoy, if the government sticks to the strategy of selective infusion of capital. Weaker banks' survival would be in question as their ability to raise capital from the market would be limited because of mounting non-performing loans. For diluting their owner's stake by tapping equity markets, these banks need the government's approval, and the latter is in no mood to oblige due to poor valuations.

Data compiled by the finance ministry show public sector banks' combined market capitalisation is only 36 per cent of the banking sector's total market cap even though they control 77 per cent of the loan market while their average price-to-book value (P/BV) is 0.67. In contrast, private sector lenders' market cap is 74 per cent with average P/BV at 2.35.

While observing that the government's move to link capital infusion with efficiency is one way to incentivise banks for better efficiency, Bhattacharya said only time will tell if government banks can hold on to

their dominance. "It is difficult to predict at this point in time what will happen. We will have to see whether it (market share) remains where it is now or comes down to 50 per cent," she added.

The response to set up niche banks in India after the banking regulator invited applications from aspirants has been stupendous. Over 100 entities have applied to set up payments banks and small finance banks, though the central bank made it clear that it will be cautious in awarding licences. RBI has also paved the way for wholesale banks, or to be more specific, banks which will only finance infrastructure projects. RBI has provided incentives for such banks as they can now raise resources through long-term bonds (with a tenure of at least seven years) and will not have cash reserve ratio (CRR), statutory liquidity ratio (SLR) or priority sector lending obligations. However, it is still to be seen whether the concept excites banking aspirants.

There could be another kind of niche banks. Going by the deliberations at the two-day bankers' retreat (Gyan Sangam) convened by the finance ministry in Pune, there is a proposal that small public sector banks should rather focus on their strengths and not try to sell all kinds of products. "Re-orient portfolios of small PSU banks to differentiate and focus on specific niches to build capabilities and to optimise capital," the summary of recommendations released after the retreat said. This could result in some government banks selling loans only to farmers, and some selling only to small enterprises. The one-size-fits-all theory could well be a thing of the past, so far as the structure of public sector banks are concerned..

21. According to the given passage, what step has been proposed by the government to motivate banks for better efficiency?

- (a) Offering products to a particular group of customers.
- (b) Giving them time to improve their efficiency.
- (c) Linking capital infusion with efficiency.
- (d) Converting all the banks into niche banks.
- (e) None of these

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22. According to the passage, what was the main aim of the Governor of Reserve Bank Of India ?
- To improve the infrastructure of Indian banking sector.
  - To make a change in the air with payment banks.
  - To improve the efficiency of entire banking system.
  - To set up more and more niche banks.
  - To reconstruct the entire banking sector.
23. According to the given passage, what does a niche bank mean?
- A bank with better efficiency and capitalization.
  - A women oriented bank.
  - A bank which tries to sell all kind of products
  - A bank that serves the needs of a certain demographic segment of the population.
  - None of these.
24. Which of the following fact(s) are TRUE on the basis of the given passage.
- The results of the policies of Mr. Rajan are not instantaneous.
  - The market cap of private sector banks is higher than that of public sector banks.
  - Selling loans only to farmers and small enterprises is safer option.
- only (i)
  - only (ii)
  - both (i) and (ii)
  - only (iii)
  - all (i), (ii) and (iii)
25. According to the given passage, which of the following option(s) is/are the expected outcome(s) of Mr. Rajan's policies?
- A complete change in Indian banking sector.
  - To re-orient portfolios of small PSU banks
  - An end to the monopoly of public sector banks
  - A better cash reserve ratio (CRR) and statutory liquidity ratio (SLR)
  - Only (a) and (c)
26. Which of the following is/are NOT TRUE according to the given passage.?

Directions (27-28): Choose the word/group of words which is MOST SIMILAR in meaning to the word/group of words printed in bold as used in the passage.

## 27. Walk the talk

- (a) To perform actions consistent with one's claims.
  - (b) To work according to what was discussed
  - (c) To walk out after a heated argument
  - (d) To draw a plan to achieve something.
  - (e) None of these

## 28. Tenure



Directions (29-30): Choose the word/group of words which is MOST OPPOSITE in meaning of the word/group of words printed in bold as used in the passage.

## 29. Infusion

- |              |               |               |
|--------------|---------------|---------------|
| (a) Brew     | (b) Take out  | (c) Penetrate |
| (d) Permeate | (e) Percolate |               |

### 30. Deliberations

- (a) Disregard                  (b) Admiration                  (c) Approbation  
(d) Endorsement              (e) Recommendation

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## PASSAGE-4

Directions (31 - 40): Read the following passage carefully and answer the questions given below it. Certain words/phrases in the passage are printed in bold to help you locate them while answering some of the questions.

Annals of science about the effect of global warming on the Arctic has been described in part one of a three-part series. The Alaskan village of Shishmaref sits on an island known as Sarichef, 5 miles off the coast of the Seward Peninsula. In the early 1990s, seal hunters began to notice that the sea ice was changing-it was forming later in the fall and breaking up earlier in the spring. This caused the island to become more vulnerable to storm surges. In 2002, the entire village voted to move to the mainland. The National Academy of Sciences undertook its first rigorous study of global warming in 1979 mentions studies by Syukuro Manabe and James Hansen. The Ad Hoc Study Group on Carbon Dioxide and Climate, headed by Jule Charney, found that if carbon dioxide emissions continued to increase, the climate changes would be severe. It's now 25 years since that report was issued, and, in this period, carbon-dioxide emissions have increased from 5 billion a year to 7 billion and the earth's temperature has steadily risen. The world is now warmer than it has been at any point in the last 2 millennia. The impacts of global warming are no longer just hypothetical. Nearly every major glacier in the world is shrinking. The oceans are becoming not just warmer but more acidic; the difference between day and night time temperatures is diminishing; and plants are blooming weeks earlier than they used to. These are the warning signs that the Charney panel cautioned against waiting for. The most dramatic changes are occurring in the Arctic, which is melting. Most of the land in the Arctic is underlaid by zones of permafrost. The writer visited Fairbanks and Deadhorse, Alaska, with University of Alaska geophysicist and permafrost expert Vladimir Romanovsky describes signs that the permafrost-which has existed for 120,000 years-is melting. Writer observed Romanovsky collecting data from some of his 60 electronic monitoring stations.

Rising temperature can cause the organic material that has been frozen for millennia to break down, giving off carbon dioxide or methane. In

1997, the Des Groseilliers expedition found that the Arctic sea-ice depth had declined significantly. Donald Perovich, of the Cold Regions Research and Engineering Laboratory (CRREL), studies the interaction of solar radiation with sea ice. Anything that changes the earth's albedo changes how much energy the planet absorbs, with dire consequences. The ice-albedo feedback is thought to be a major reason why the Arctic is warming so rapidly mentions the Madison Boulder. Antarctic ice cores show that carbon-dioxide levels today are significantly higher than they've been in the last 420,000 years. Some of the climate models Perovich has assembled predict that the perennial sea-ice cover in the Arctic will disappear entirely by 2080. In 1859, British physicist John Tyndall identified the natural greenhouse effect. Greenhouse gases absorb infrared radiation and then reemit it; if these gas levels increase, the earth's temperature will also rise, mentions Svante Arrhenius. Swiss Camp is a research station set on Greenland's ice sheet, which is the second largest on earth mentions Konrad Steffen, Swiss Camp's director. Much of what's known about the earth's climate over the last 100,000 years comes from ice cores drilled in central Greenland. Ten years ago, Jay Zwally, a NASA scientist, installed G.P.S. receivers around Swiss Camp to study changes in the ice sheet's elevation. While discussing the rise in sea levels due to global warming thermohaline circulation mentions that no nation has a keener interest in climate change than Iceland. Oddur Sigurdsson heads the Icelandic Glaciological Society, which surveys the country's 300 glaciers, which have been rapidly declining. The glacier Sólheimajökull has shrunk by 1100 feet in the last decade discusses last fall's Reykjavik symposium on global warming. The study found that temperatures in the Arctic were rising at a surprising rate and that humans had become the "dominant factor" influencing the climate mentions oceanographer Robert Corell.

31. According to the passage what are the severe effects of climate change?
- (i) Constant increase in earth's temperature.
  - (ii) Melting of glaciers.
  - (iii) Acidification of oceans
- |                       |                             |                |
|-----------------------|-----------------------------|----------------|
| (a) Only (i)          | (b) Only (ii)               | (c) Only (iii) |
| (d) Both (i) and (ii) | (e) All (i), (ii) and (iii) |                |

32. According to the given passage, which of the following option(s) was/were the findings of Des Groseilliers expedition?
- Decline in the depth of Arctic sea ice.
  - The difference between day and night time temperatures is diminishing.
  - The world has become warmer than ever before.
  - There is a fall in the amount of energy absorbed by earth.
  - Glaciers are shrinking day by day.
33. According to the given passage, why did NASA scientist, install G.P.S. receivers around Swiss Camp?
- To study the effects of global warming.
  - To study the interaction of solar radiation with sea ice.
  - To undertake its first rigorous study of global warming in 1979.
  - To study changes in the altitude of ice sheets.
  - To study the vulnerability of storm surges.
34. According to the given passage, what are the predictions of Perovich's climate models?
- Carbon-dioxide emissions would increase from 5 billion a year to 7 billion
  - The perennial sea-ice cover in the Arctic would disappear entirely by 2080
  - Glaciers which have existed for over 120,000 years are melting
  - Rising temperatures can cause the organic material that has been frozen for millennia to break down
  - None of these.
35. According to the given passage, what is the discovery of British physicist John Tyndall?
- The ice cores drilled in central Greenland are a major source of information about the earth's temperature in the past.
  - Greenhouse gases absorb infrared radiation and then reemit it
  - Greenhouse gases increase the earth's temperature.

- (d) No nation has a keener interest in climate change than Iceland.  
(e) Natural greenhouse effect.

36. According to the given passage, what is the major reason for the warming of Arctic ?

  - (a) The ice-albedo feedback
  - (b) Greenhouse gases
  - (c) Carbon-dioxide emissions
  - (d) Global warming
  - (e) Storm surges

Directions (37-38): Choose the word/group of words which is MOST SIMILAR in meaning to the word/group of words printed in bold as used in the passage.



Directions (39-40): Choose the word/group of words which is MOST OPPOSITE in meaning of the word/group of words printed in bold as used in the passage.



## PASSAGE 5

Directions (41-50): Read the following passage carefully and answer the questions given below it. Certain words/phrases in the passage are printed in bold to help you locate them while answering some of the questions.

Gastric cancer is the fourth most common form of cancer and the second most common cause of death from cancer; a ten-fold variation in its occurrence across the world records four-six lakh cases in Africa, North America, western and northern Europe and Australia, 10-15 lakh cases in Central America and 30-35 lakh cases in eastern Asia. Three-quarters of new cases are in Asia with more than two-fifths being in China.

There are many contributing factors, prime among them being one's lifestyle. A medical study using the South Indian population found some of the common contributing factors to be the reuse of cooking oil, a high intake of salt, consumption of red meat, low intake of fruits and vegetables, improperly preserved food, smoking, alcohol, and H .Pylori infection.

Unfortunately, data available in India, through tumour registries and institutions maintaining a database, cover only 7 per cent of the population with cancer. The common age at presentation is between 50 and 70, though it can occur even in people under 40, with there being a clear male predominance. Our study showed a 14.84 percent incidence in the under-40 age group and 7.7 per cent in the above 70 age group.

Most patients, especially from suburban and rural areas, present themselves when in an advanced stage. The major contributing factor for delayed presentation is "ignoring" warning symptoms. Other factors are access to centres with specialists, myths about cancer, resorting to native treatment without proper medical advice, and socio-cultural barriers. It also involves resources. Affordability and accessibility play a big role. As a result of these factors, the chances of treatment with an intention to cure comes down drastically, which translates into decreased number of years of survival after diagnosis.

Data on the Indian population show that the survival rate at the end of the first year is 34.3-35.7 per cent, which drops to 13.2-14.6 per cent in the third year and 8.6-10.1 per cent at the end of five. In contrast, in Korea, the five-year rate of survival in 2000 was 46.6 per cent, which improved to 67 per cent in 2010. This positive change is due to a unique screening programme where endoscopy is done routinely for anybody above 40. This helps in very early stage diagnosis.

A nationwide survey done by us, which included 495 surgeons managing gastric cancer in India, and using a 43-point questionnaire, revealed: the common age group was between 41 and 50 years, with a male preponderance of 70:30. In 47.17 per cent of situations, patients experienced vomiting and 40.28 per cent had dyspeptic symptoms such as indigestion and a loss of appetite. Those with vomiting had a relatively advanced stage of the disease when compared to those who had consulted a doctor and undergone early endoscopy. The next major contributing factor was the availability of resources for management of the condition. For a rural population, many will get the basic and limited level, a few, the enhanced level, and fewer still, the maximum level. The factors analysed in deciding the level — the findings were published in Lancet — are endoscopy and its advances, ultrasound and its advances, CT scan, MRI, PET scan, laparoscopy, molecular targeting, endo-interventions, surgical interventions, availability of latest and targeted chemotherapeutic agents and structured follow-up. The States with the highest health standards are considered to be Tamil Nadu and Kerala but they provide care to only 9.1 per cent of the Indian population, whereas States with the lowest health standards according to Indian public health standards are Assam, Bihar and Jharkhand and are accountable for care to 13.1 per cent of the population.

Another important factor is the availability of trained personnel and experts. Health-care resources are found to be unequal between rural and urban regions within each geographical region. Urban areas have a greater proportion of trained physicians (60 per cent) than rural areas (40 per cent). Tamil Nadu, for instance, has focussed efforts on rural recruitment and placement in trying to reach health care to rural areas.

The Union for International Cancer Control has undertaken an initiative for a three-year campaign against cancer, with the theme being "We Can — I Can". This explores how everyone can play his/her part in reducing the global burden of cancer.

Major changes can be initiated at the individual level by observing a healthy lifestyle. As a society, we have to break socio-cultural barriers

obstructing cancer care such as a low regard for health care, social taboos, nihilistic approach to cancer diagnosis (that is, cancer fatalism), blind faith in traditional methods of healing, religious dynamics and superstitions.

41. What is author's main objective in writing the passage?
- (a) Major changes can be initiated at the individual level by observing a healthy lifestyle. As a society, we have to break socio-cultural barriers obstructing cancer care.
  - (b) Everyone can play his/her part in reducing the global burden of cancer.
  - (c) Provide patient care that is compassionate, appropriate, and effective for the treatment of cancer and hematologic disease.
  - (d) Be involved in process improvement and implement changes with the goal of practice improvement.
  - (e) None of these.
42. Which of the following can be the most suitable title of the passage?
- (a) Life prolongation and relief of sufferings.
  - (b) The primary treatment for cancer.
  - (c) Stepping up the fight.
  - (d) Cancer doesn't completely go away.
  - (e) Goals and objectives in management of cancer.
43. Which of the following is the major contributing factor in delaying treatment of cancer?
- (a) Myths about cancer.
  - (b) Restoring to native treatment.
  - (c) Soico-cultural barriers.
  - (d) Ignoring warning symptoms.
  - (e) None of these.
44. Which of the following statement is/are not true in context of the passage?
- (A) There is male predominance in tumour registries.
  - (B) Rural areas have a greater proportion of trained physicians.
  - (C) One's lifestyle is major contributing factor for causing cancer.

Directions (46-48): Choose the word which is most **SIMILAR** in meaning of the word printed in bold as used in the passage.



Directions (49 – 50): Choose the word which is most OPPOSITE in meaning of the word printed in bold as used in the passage.

49. Superstitions

(a) Stubbornness      (b) Obsessiveness      (c) Reality  
(d) Illusion            (e) Prediction

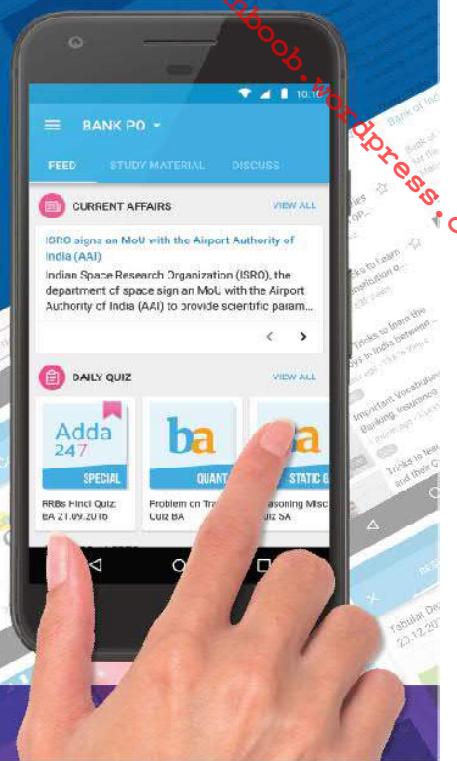


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## 50. Explore

- (a) Investigate
- (b) Neglect
- (c) Scout
- (d) Inspect
- (e) Traverse

## PASSAGE - 6

Directions (51-60): Read the following passage carefully and answer the questions given below it. Certain words are given in bold to help you locate them while answering some of the questions.

Insurance companies are widening their net and looking at India's vast hinterland. Global insurance majors such as AIG and Aviva increasingly see rural India as a growth area. One of the reasons for this is the huge gap in per capita spending on life insurance between developed and emerging markets. While developed markets spend \$1,887 on life insurance, emerging markets spend only \$46. It's no surprise that many companies are targeting the rural population and tailoring their policies to meet the requirements of this segment. So villagers now have the option of insuring their cow or television set for as low as Rs 20-40 a month. If a cow dies, the policyholder is likely to get as much as Rs 8,000. Though the premium amounts are very small, insurance companies see this as a way of entering a market that is sure to grow over the next few years. For long, LIC has had a market monopoly in India and still holds 90 per cent of the life insurance sector. With foreign competition the insurance sector is going through a churn. The entry of new players has meant that there is now intense competition to woo consumers. This is welcome since even by developing country standards, India is woefully under-insured. Without any sort of government safety net, a majority of India's population has no cover for old age or unforeseen contingencies. This is where micro-insurance schemes can make a difference.

Such schemes are, however, not without their difficulties. Collecting premium and verifying claims can be time-consuming, especially in rural India. To get around this, insurance companies are using locals or self-help groups as agents to access rural markets. For death insurance claims, companies are willing to forgo the usual death certificates and accept signatures of a panchayat member or a village elder. Such innovative

measures have ensured that several insurance companies at least have a presence in rural India. The challenge, however, is to move from micro-insurance to covering crops and health. For this to happen, it would help if people formed collectives and went in for group insurance. This would be particularly useful for farmers who cultivate the same crops on small plots of land. Health and crop insurance for small farmers would also have the additional benefit of eliminating the dreaded moneylender who benefits from the precarious condition of the rural poor.

51. What is attracting the insurance companies towards the villages in India?
- (a) Rural areas generate more revenue than urban areas in India.
  - (b) Indian villages offer immense potential for insurance firms which is still to be tapped.
  - (c) Villages in India are more insurance-friendly than even the villages in the developed world.
  - (d) Insurance companies see Indian villages as relatively risk-free areas.
  - (e) None of these
52. Many insurance companies are tailoring their policies to meet the requirements of rural people because
- (a) they are a more stubborn and rigid lot.
  - (b) these people are not found in a financially sound position throughout the year.
  - (c) insurance companies are in fierce competition with each other to capture the rural segment.
  - (d) the needs of the rural people are much different from those of the urban people.
  - (e) None of these
53. What would be the possible outcome if insurance firms launch policies with heavy premium amounts in village areas?
- (a) Such policies would become the of the dreaded moneylender only.
  - (b) Such policies would become an instant hit with rich and influential segment.

- (c) Such an initiative would fail to yield desired results on a large scale.
- (d) It would add to the woes of the economically weaker segment.
- (e) None of these
54. What does the emerging markets' per capita spending on life insurance of \$46 against developed markets' \$ 1,887 reflect?
- (a) Insurance companies have little scope and opportunity in emerging markets.
- (b) There are few takers of insurance policies in emerging markets.
- (c) Insurance has not been a profitable area of business in emerging markets.
- (d) There is fierce competition in the insurance sector in emerging markets.
- (e) None of these
55. Which of the following is 'true' in the context of the passage?
- (a) There lies a vast potential for insurance sector in countryside areas of India.
- (b) Urban India has more to offer than rural India in the area of insurance.
- (c) Global insurance firms eye India as a low-return market.
- (d) LIC has prevented the entry of other insurance companies in the Indian market.
- (e) None of these
56. Which of the following is 'false' in the context of the passage?
- (a) There is a scope of expansion in the area of insurance in our villages.
- (b) The insurance-related needs of rural folks are not similar to those of urban people.
- (c) In absence of suitable insurance policies marginal farmers are exploited by moneylenders.
- (d) Any developed country cannot compete with India in terms of per capita expenditure over insurance policies.
- (e) None of these

57. What makes insurance firms forgo the usual death certificates for death insurance claims in villages?
- Death certificates are generally not issued in rural areas.
  - People in villages usually do not seek death certificates from authorities.
  - Generally rural people do not die in hospital from where death certificate is issued.
  - It is much easy to get a forged death certificate in our villages.
  - None of these

Directions (58-59): Choose the word which is the same in meaning as the word given in bold as used in the passage.

### 58. TAILORING

- |                 |               |                |
|-----------------|---------------|----------------|
| (a) pruning     | (b) adjusting | (c) stretching |
| (d) negotiating | (e) unfolding |                |

### 59. MONOPOLY

- |               |              |              |
|---------------|--------------|--------------|
| (a) dominance | (b) bargain  | (c) presence |
| (d) hold      | (e) strategy |              |

Directions (60): Choose the word which is the most opposite in meaning of the word given in bold as used in the passage.

### 60. PRECARIOUS

- |            |                 |               |
|------------|-----------------|---------------|
| (a) secure | (b) influential | (c) competent |
| (d) moral  | (e) basic       |               |

## PASSAGE-7

Directions (61-70): Read the following passage carefully and answer the questions given below it. Certain words/phrases have been printed in bold to help you locate them while answering some of the questions.

Facing mounting criticism, the government at the Centre has decided to drop its Budget proposal to tax a portion of the EPF (Employees' Provident Fund) corpus upon withdrawal. An ill-conceived move both context- and content-wise, it has deservedly been given a burial. "In view

of the representations received, the government would like to do a comprehensive review of this proposal, and, therefore, withdraw the proposal in paragraph 138 and 139 of my Budget speech," Finance Minister Arun Jaitley said in a statement in the Lok Sabha. The government has also withdrawn the proposal to limit tax-free contributions by the employer to the provident fund account of an employee to Rs.1.5 lakh a year. This did not gel with the Budget speech rationale for taxing EPF savings — to bring parity in tax treatment between the EPF and the National Pension System (or NPS, where employers can pay up to 10 per cent of salary as contribution without any such cap). By putting the EPF back into an EEE tax regime (where contributions, income as well as the accumulated corpus are all exempt from tax), the government's volte-face would help retain the EPF's popularity among the salaried class, most of whom are part of it not out of choice but by statutory default. The Finance Minister had himself called them hostages to the EPF in his last Budget, but instead of setting them free, he thought it better to tax them citing fair taxation principles. It is still not clear whether the government had initially thought it could pull the taxation proposal past its middle-class constituency. In the event, the tax on EPF withdrawal gave additional ammunition to an aggressive opposition, including the Congress party. Differences within the National Democratic Alliance and the Cabinet finally ensured the climb-down by the Finance Ministry.

While announcing a return to status quo on the EPF, the Finance Minister has rightly retained the Budget provision allowing NPS subscribers to withdraw 40 per cent of the corpus without any tax liability. The remainder 60 per cent will attract a combination of withdrawal tax and deferred tax on the annuity products one buys. In a way, partial tax relief for the NPS will narrow the existing tax-induced gap between the EPF and the NPS. The strident opposition to EPF tax must be read in the context of the virtual absence of a social security net of any worth in India. There are no two views on the need to move towards a 'pensioned society'. However, this cannot happen abruptly or in a coercive manner — people need to be nudged over time to gear up for such transitions. Whatever the

intention, it was the 'out-of-the-blue' approach of the government that triggered an uproar. A sheepish rollback is a smart move, ahead of a round of Assembly elections. It is to be hoped that this U-turn will trigger a larger debate on ushering in a holistic social security ecosystem in the country.

61. Which of the following is/are true with respect to the expected result(s) of government's decision to drop the proposed tax on EPF?



62. Who are the hostages to EPF as per the Finance Minister?

- (a) Tax Payers      (b) Middle Class      (c) Salaried Class  
(d) both (b) and (c)      (e) None of the above

63. According to author what kind of approach was it to impose tax on EPF?

- (a) Revolutionary      (b) Avaricious      (c) Trite  
(d) Unanticipated      (e) Obligatory

64. According to the given passage why is it difficult to have a pensioned society?

- (a) Opposition is not cooperative in her approach.
  - (b) People are not yet ready for any radical transmutations.
  - (c) People need more time to be financially stable to bear the cost of taxation.
  - (d) Most of the people are part of EPFs not out of choice but by statutory default.
  - (e) Political parties are more interested in their personal gains than the public welfare.

65. What was/were the reason(s) the Finance Minister gave for levying tax on EPFs?



Direction (66-68): Choose the word which is most similar in meaning to the word printed in bold as used in the passage.

## 66. Volte-face



## 67. Ammunition

- (a) Bullets      (b) Confetti      (c) Arguments  
(d) Torpedo      (e) Knockdown

## 68. Status quo



Direction (69-70): Choose the word which is most opposite in meaning to the word printed in bold as used in the passage.

## 69. Strident



## 70. Hostages



## PASSAGE-8

Directions (71-80): Read the following passage carefully and answer the questions given below it. Certain words/ phrases are printed in bold to help you to locate them while answering some of the questions.

The twelfth meeting of the energy dialogue between the European Union (EU) and the Organization of the Petroleum Exporting Countries (OPEC) took place in Vienna, Austria today. The EU delegation was headed by Miguel Arias Cañete, Commissioner for Climate Action & Energy at the European Commission. The OPEC delegation was led by Abdalla Salem El-Badri, Acting Secretary General of OPEC.

Both parties emphasised that the Energy Dialogue has come a long way since its establishment in 2005 and is more important than ever in the current context of energy markets. Supported by various roundtables, workshops and studies, the Energy Dialogue has resulted in productive joint activities on a wide range of oil and energy related issues and has brought significant benefits to both sides.

The parties noted that since the last Energy Dialogue meeting in June 2014, there has been a growing challenge in energy markets, particularly for oil. Oil prices have fallen by more than 70%, many investments have been deferred or cancelled, manpower has been laid off, and the market has been searching for a supply-demand balance.

Looking ahead, both the EU and OPEC noted with concern that the current price environment has considerably reduced investments. Such a massive fall in investment could in time lead to a supply shortfall and the risk of a sharp oil price rebound, as has been witnessed in the past.

Although producers and consumers might have different views on what is an adequate oil price level, there was broad agreement that excessive oil price volatility and/or sharp price rises would be harmful for the economies of both the producing and consuming countries. An affordable and stable oil price, alongside a balanced and stable market, is a prerequisite for economic growth for both producers and consumers. Both the EU and OPEC recognised that through the Energy Dialogue and through initiatives in other global fora and organisations, cooperation should be enhanced, as should understanding of the behaviour of energy and oil markets, something which is important to helping achieve future oil market stability.

The adoption in December 2015 of the 'Paris Agreement' to combat climate change was welcomed by both sides. OPEC presented an assessment of short-term oil market prospects. It emphasised that lower crude oil prices mainly reflect the ongoing excess crude oil supply over global demand. The positive impacts of low oil prices on oil demand in major growth regions remain intact in both the OECD and non-OECD regions. Expected oil demand growth in 2016 is in line with the average seen over the last three years. On the supply side, lower oil prices have reversed the strong growth trend in non-OPEC supply into an expected contraction in 2016. It was noted however, that over the previous three years, non-OPEC supply has increased significantly while on average there was no growth in OPEC crude supply.

OPEC also provided an overview of the long-term oil market outlook. It highlighted that energy demand will increase by almost 50% in the period up to 2040, with oil remaining the fuel with the largest share over the next 20 years. Oil demand reaches almost 110 mb/d by 2040, with developing countries accounting for most of the growth. On the supply side, total non-OPEC supply is expected to increase in the next decade, but declines towards the end of the projection period. OPEC crude supply is anticipated to increase steadily which underscores once again the need for future investments in the industry. However, it was stressed that the Outlook is clouded with uncertainties stemming, in particular, from economic growth and non-OPEC supply prospects.

The EU side presented the latest developments in EU energy policies, focusing on the Communication on the State of the Energy Union of November 2015 and the 'Security of Supply Package' adopted by the Commission on 16 February 2016. The package includes initiatives to foster the EU energy security, notably two proposals for the revision of the Regulation on Security of Gas Supply and for a revision of the Decision on Intergovernmental Agreements as well as strategies for LNG & gas storage and for heating & cooling.

The main energy policy initiatives foreseen for 2016 were also presented. Emphasis was given to a package, to be adopted later this year, which will

propose initiatives in the energy efficiency sector. Energy efficiency will be a key tool to achieve EU's decarbonisation objectives and for a more sustainable use of energy. The EU expressed its willingness and availability to share its experience in the area of energy efficiency with the OPEC partners in the framework of the current energy dialogue or in other forums.

71. According to the passage, What do(es) lower crude oil prices indicate?
- (a) Excess of crude oil supply over demand.
  - (b) Growth in OPEC crude oil supply.
  - (c) Rise in the investment
  - (d) Increase in pollution level due to carbonisation of environment.
  - (e) None of these
72. According to the given passage which of the following fact(s) is/are true?
- (i) Energy demand is expected to increase within next two decades.
  - (ii) An increase in oil prices would be beneficial for oil producing countries.
  - (iii) Efficient energy will be a key to achieve European Union's decarbonisation objectives.
- (a) Only (i)
  - (b) Only (ii)
  - (c) Only (iii)
  - (d) Both (i) and (ii)
  - (e) All of these
73. What has been the result of the Energy Dialogue between OPEC nations and EU?
- (a) Productive joint activities on a wide range of oil and energy related issues.
  - (b) Prices of oils has come under control.
  - (c) Cooperation between OPEC and EU has been enhanced.
  - (d) A global institution has been proposed to cater the needs of both OPEC and EU.
  - (e) None of these.
74. Which of the following has/have been the challenges in the oil market?

**ENGLISH LANGUAGE**

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E according to the



Directions (77-78): Choose the word/group of words which is MOST SIMILAR in meaning to the word/group of words printed in bold as used in the passage.

Directions (79-80): Choose the word/group of words which is MOST OPPOSITE in meaning of the word/group of words printed in bold as used in the passage.

79. Foster

- |                |            |              |
|----------------|------------|--------------|
| (a) Cherish    | (b) Harbor | (c) Dissuade |
| (d) Supplement | (e) Else   |              |

80. Anticipated

- |                |                   |           |
|----------------|-------------------|-----------|
| (a) Foreseen   | (b) Inconceivable | (c) Inapt |
| (d) Dissimilar | (e) Credible      |           |

#### PASSAGE-9

Directions (81-90): Read the following passage carefully and answer the questions given below it. Certain words/phrases in the passage are printed in bold to help you locate them while answering some of the questions.

The first time Sarah “Sally” Thomason and I spoke, she’d just completed her annual two-day, eighteen-hundred-mile drive from her home in Ann Arbor, Michigan, where she teaches, to rural northwestern Montana, where she spends her summers studying Montana Salish. For thirty-four years, Thomason has been assembling a dictionary of this Native American language, which is spoken fluently by fewer than forty people. Thomason, a linguist, is fascinated by what happens when one language meets another, and how those languages change, or don’t. I had contacted her because I was interested in how certain words—say, e-mail, or google, or tweet—had been exported worldwide by American-born technology. I’d already called several linguists, and they all said I had to speak to Sally. No one, they said, had more insight into how linguistic traits travel, how pidgins and creoles are born, and how languages interact and change over time.

The French government tried very hard to resist American loanwords like e-mail, promoting in its place messagerie électronique or courriel. They’d formed a whole agency for this purpose. Laws were passed and enforced. And yet e-mail prevailed—it was simply more efficient. But Sally was especially excited about languages that resist such borrowing,

even in the face of extraordinary cultural influence and dominance. Montana Salish was one such language. Our conversations followed a pattern: I arrived expecting one thing and ended up somewhere entirely distinct, thinking differently about language and human culture.

Is it fair to say that you study what happens when languages meet? Is it too friendly a word? I suppose there's a whole range of things that happen, and sometimes it's friendly and sometimes it's not.

Right, but having a language disappear because all the speakers got massacred is actually really rare. There are a couple of examples where all the speakers of some language got wiped out by a volcanic eruption on an island. And there are a couple of examples, at least one in this country, where almost everybody was wiped out by smallpox and then the remainder was lynched by a mob.

Let's see, Susquehannock is the language that died when all the speakers got lynched by a mob. It was an Iroquoian language. First they got devastated by smallpox. And there are cases where languages were almost killed, or at least there was an effort to kill them, out of genocide. You know, as a side effect of genocide in El Salvador, when they had all those wars some years back, the government decided that Indians were dangerous and they should kill them all. And so they actually killed an awful lot of Indians, but I think maybe only one or two languages completely disappeared. The most famous story is in the Bible—the people at the bridge saying shibboleth. And that was a case where they were both speaking dialects of Hebrew, I guess it was, and if you couldn't say shibboleth because you didn't have the shh sound, they'd kill you. But that wouldn't have killed the whole language either, because the people who were trying to cross that bridge were all warriors, all men, and there would have been women and children who weren't in the battle, I assume. We're living in an era when jargon, especially from the tech world, tends to bleed into the culture at large. Is that something you pay attention to? Yeah, and that's obviously important for social history, too, right? Things that get to be mainstream used to be very specific to a particular subculture. One aspect of that is what happens to slang. Every generation of teenagers

will invent their own words because the whole point of teenage slang is to have in-group vocabulary that outsiders, like old people, can't understand very well. And a lot of those words are ephemeral. The next generation comes along, gets their own words, the old words disappear. But some of them don't, some of them hang on—and predicting which ones will hang on is a mug's game.

But looking at the ones that did hang on is interesting because it tells you the entire process by which they turned out to be useful. Mob—the word mob used to be a slang word. It's a reduced form of a Latin word, mobile. But now it's a really useful word. It's interesting to see which words turn out to be useful. There must have been a time when a computer mouse was confined to a very small subculture.

81. According to the given passage, why is it interesting to look at the words that hang on?
- (a) Because it tells us how a slang becomes useful.
  - (b) Because slangs are interesting.
  - (c) Because Latin words have interesting usage.
  - (d) Because it tells us how technical words cross the geographic boundaries.
  - (e) None of these.
82. According to the author, why is it difficult to have a language disappeared? Choose the most appropriate option.
- (a) Because natural disasters are not potent enough to disappear the speakers of a language.
  - (b) Because ladies and children do not participate in wars
  - (c) Because it is not usual to annihilate all the speakers of a language.
  - (d) Because the governments are committed to safeguard the interests of its citizens.
  - (e) Because genocides do not ensure entire removal of all the speakers of a language.

83. What does the phrase 'HANG ON' mean? Give answer in context of the passage.
- Hold tightly
  - Retain
  - To be in a difficult situation
  - Listen closely to
  - Be contingent or dependent on
84. What was the reason that even after so much of restrictions the word e-mail prevailed?
- Because people of France were hostile towards their government.
  - Because other words messagerie électronique or courriel weren't speaker friendly.
  - Because the agencies formed were not efficient enough.
  - Because it was more efficient to use.
  - Because the laws, which were passed, were not enforced properly.
85. According to the given passage, what is a reason for a language to disappear? Give answer in context of the passage.
- Natural Disaster
  - War
  - Lynching
  - Epidemic
  - All of these.
86. According to the given passage, what was the profession of Sarah "Sally" Thomason?
- She is a lexicographer
  - She is a linguist
  - She is a polyglot
  - She is a teacher
  - None of these

Directions (87-88): Choose the word/group of words which is most nearly the SAME in meaning as time word given in bold as given in the passage.

87. Pidgins
- Boilerplate
  - Standard
  - Pilgrims
  - Different
  - Tok Pisin
88. Jargon
- Laconism
  - Noiseless
  - Argot
  - Reticence
  - Taciturn

Directions (89-90): Choose the word/ group of words which is most OPPOSITE in meaning of the word given in bold as given in the passage.

89. Ephemeral

- |                |              |               |
|----------------|--------------|---------------|
| (a) Enduring   | (b) Fleeting | (c) Fugacious |
| (d) Unenduring | (e) Episodic |               |

90. Mainstream

- |            |               |            |
|------------|---------------|------------|
| (a) Common | (b) Eccentric | (c) Normal |
| (d) Common | (e) Dominant  |            |

#### PASSAGE-10

Directions (91-100): Read the following passage carefully and answer the questions given below it. Certain words/phrases have been printed in bold to help you locate them while answering some of the questions.

Over the last three centuries the world economy has evolved from a predominantly agriculture-based system to a digital economic system. The earlier economies were mainly agrarian. In this era, capital did play a role as did technological innovations such as the plough, the steamboat or the train. But land and labour were more critical.

With the service economy, the wealth create by services exceeded the wealth created through manufacturing. Here the ability of the service provider to establish a sound business gave him access to additional capital. This evolved into a global economy where goods and services were traded across international borders with little restriction. In this period, capital started flowing across borders on a large scale for the first time.

The last five years have seen the advent of the digital economy where technology is becoming the driving force. With information being the driver of value and wealth creation, information technology is becoming the key to success in a growing number of industries. In the digital economy, the power of innovation and ideas have gained the upper hand over direct access to capital.

The Indian economy is in a unique position in terms of its economic evolution. While manufacturing and service industries in India cannot

freely access capital, the new breed of IT based industries have access to venture capital and private equity. The country's potential in this emerging sector has opened the doors to capital inflows that are still not available to traditional industries.

There are two key trends which will boost the democratization of capital, either directly as funding sources or indirectly.

More effective capital market routes especially for information based and software companies.

This is already happening rapidly. A market that was supposed to be stagnating with no public offering from the manufacturing sector in the first quarter of the fiscal year, may see as many as 20-25 new software issues this year. Numerous Internet and e-commerce companies are tapping funds through the capital market. For the financial intermediaries as well as for the investing public, dot com or 'info' initial public offerings are fast becoming attractive investment alternatives to traditional manufacturing or financial sector offers.

With more effective capital markets, for high potential IT stocks, 'critical mass', which in the industrial economy was primary in ensuring a company's ability to raise capital, will cease to matter. This underlines the manner in which a burgeoning digital economy has led to a redeployment of capital from a concentrated segment to the smaller knowledge entrepreneur.

A greater number of venture capitalists are actively seeking to fund budding knowledge entrepreneurs. Along with the rise in Net entrepreneurs one has seen the emergence of a new breed of venture capitalists who recognize the potential that resides in these ideas. The emergence and strengthening of the virtual economy necessitates sources of funds at the 'ideation' stage where business plans may still be at the infancy stage and potential not clearly identified.

This need is being fulfilled by the incubator funds or the angel investors who hand-hold Internet start-ups and other Info Tech ventures till the stage at which they can attract bigger investors. Instead of looking at high

risk but big ventures, this genre of venture capitalists are looking at investments in companies which have the potential of excellent valuations in the future on the strength of their ideas.

95. What impact on economy has been envisaged owing to rise in net enterprise?
- The venture capitalists have started financing the projects even at the planning stage.
  - The economic planning will no more be realistic now.
  - The funding of unplanned projects have increased.
  - Virtual economy has necessitated the source of funds from abroad.
  - None of these
96. Which trend can boost capital growth in the modern era?
- Conversion of land and labour to private equity
  - Converting manufacturing industries into service sector
  - Generating resources through international trade
  - Promoting information based and software companies
  - None of these

Directions (97-98): Choose the word which is most nearly the SAME in meaning to the word printed in bold as used in the passage.

97. Advent
- |             |               |           |
|-------------|---------------|-----------|
| (a) shining | (b) departure | (c) power |
| (d) force   | (e) arrival   |           |
98. Traditional
- |               |               |         |
|---------------|---------------|---------|
| (a) religious | (b) excessive | (c) old |
| (d) customary | (e) sick      |         |

Directions (99-100): Choose the word which is most OPPOSITE in meaning to the word printed in bold as used in the passage.

99. Burgeoning
- |             |               |             |
|-------------|---------------|-------------|
| (a) growing | (b) retarding | (c) dipping |
| (d) unique  | (e) common    |             |
100. Stagnating
- |                |                |                 |
|----------------|----------------|-----------------|
| (a) developing | (b) redundant  | (c) overworking |
| (d) fixed      | (e) stationary |                 |

## PASSAGE-11

Directions (101-110): Read the following passage carefully and answer the questions given below it. Certain words have been printed in bold to help you to locate them while answering some of the questions.

Two principles are involved in the controversy about the presence of foreign controlled media in the country; the free flow ideas and images across national borders and the need to safeguard the national interest and preserve cultural autonomy are valid but both are at loggerheads because each has been used to promote less lofty goals. The first principle conforms to a moral imperative: freedom of expression cannot rhyme with restrictions imposed by any government. But the flow rhetoric also clouds the fact that the powerful Western and especially American media, can and often do present, or brazenly, news in a manner that promotes Western political, ideological and strategic interests. Besides, Western entertainment programmes present life styles and values that run counter to the lifestyles and values cherished by traditionalists. All this explains why so many Indian newspapers, magazines and news agencies have sought protection from the courts prevent foreign publications and news agencies from operating in the country. Their arguments are weak on two counts. As the bitter debate on a new world information and communication order demonstrated in the late seventies and early eighties, many of those who resent Western 'invasion' in the fields of information and culture are no great friends of democracy. Secondly, the threat of such an 'invasion' has been aired by those media groups in the developing countries that fear that their business interests will be harmed if Western groups, equipped with large financial and technological resources and superior management skills, are allowed to operate in the country without let.

The fear is valid but it goes against the grain of the economic reform programme. The presence of foreign newspapers and television channels will increase competition, which, in the course of time, can only lead to the upgradation of dynamic Indian newspapers and television channels, even while they drive the rest out of the market. One way to strike a

balance between the two antagonistic principles would be to allow foreign media entry into the country, provided the Indian state treats them at par with the domestic media on all fronts. On the import of technology, for instance, foreign media cannot be allowed duty concessions denied to their Indian counter parts. Foreign media will also have to face legal consequence should they run foul of Indian laws. Why, for example, should the BBC, or Time magazine or The Economist get away by showing a map of Kashmir, which is at variance with the official Indian map? Why should they go scot-free when they allow secessionists and terrorists to air their views without giving the government the right to reply, or when they depict sexually explicit scenes, which would otherwise not be cleared by the Censor Board? Since the government can do precious little in the matter, especially about satellite broadcasts, what if it should consider attaching the properties of the offending parties? Demands of this kind are bound to be voiced unless New Delhi makes it clear to the foreign media that they will have to respect Indian susceptibilities, especially where it concerns the country's integrity and its culture. It may be able to derive some inspiration from France's successful attempts in the recent GATT to protect its cinematography industry.

101. Which of the following is one of the points weakening the argument to prevent the entry of foreign media?

- (a) Such entry would be against traditional culture
- (b) The threat being voiced by those whose business will be harmed by such an entry
- (c) The arguments being put forth are at loggerheads
- (d) The foreign media may not be treated on par with the domestic media
- (e) None of these

102. What will be the impact of increasing competition?

- (a) The domestic media will not be able to withstand it
- (b) The foreign media will not be allowed duty concessions on import of technology

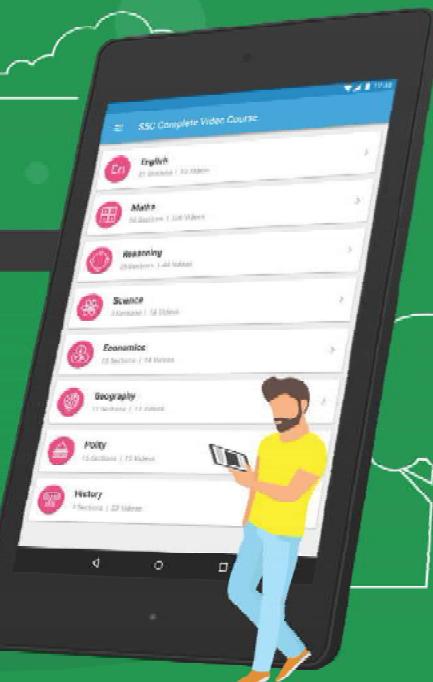
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Directions (107-108): Choose the word that is most closely the opposite in meaning to the word given in capitals taken as from the passage

## 107. COUNTER

- |             |               |                  |
|-------------|---------------|------------------|
| (a) similar | (b) downwards | (c) unresponsive |
| (d) upwards | (e) imitate   |                  |

## 108. ANTAGONISTIC

- |                   |                  |           |
|-------------------|------------------|-----------|
| (a) counteract    | (b) coincidental | (c) equal |
| (d) corresponding | (e) dependent    |           |

Directions (109-110): Choose the word or group of words that is most similar in meaning to the word given in capitals taken from the passage

## 109. SUSCEPTIBILITIES

- |                 |                   |                |
|-----------------|-------------------|----------------|
| (a) norms       | (b) weaknesses    | (c) influences |
| (d) persuasions | (e) sensitivities |                |

## 110. RHETORIC

- |                         |
|-------------------------|
| (a) rhyming words       |
| (b) persuasive speaking |
| (c) dull monologue      |
| (d) tongue-in-cheek     |
| (e) double talk         |

**Solutions**

1. (e); The statement '.....Dwight Macdonald's work as a commentator and critic was not celebrated like the novels and poems of his peers....' suggests that he was not as successful commentator and critic as his contemporaries. Hence, (i) is true

In the fourth paragraph, it is clearly given that '.....In Macdonald's appraisal, the moral implications of this aesthetic revolution were high.....' Hence, (ii) is also true

The author has called McDonald's response to moral and political ambiguity an unfailing attempt. Hence (iii) is also true. Hence, (e) is the correct answer.

2. (e); In the last paragraph it is given that 'Midcult was predicated on being acceptable, uncontroversial, and inoffensive'. From which we can easily infer that 'Midcult' is based on all three aspects given in the options (a), (b) and (c).
3. (b); It is clearly given in the passage that '...the communal context of artistic expression was overrun by industrial mechanisms to produce and deliver (almost anything) to a freshly minted entity known as the Public. Hence, (b) is the correct answer.
4. (c); It is given in the second paragraph that '.....In the case of O'Hara, the quintessential poet of the avant-garde was so artistically insecure that he could descend into states of depressive alcoholism leading to poetic impotence....' It is clear from this statement that (b), (d) and (e) can't be the correct answer. Now, one may get confused between options (a) and (c) but, it is given in this statement that it was actually artistic insecurity that descended him into the depressive alcoholism. Hence, the main reason that led to poetic impotence is 'Artistic Insecurity'. Hence (c) is the correct answer.
5. (d); It is given in the third paragraph that 'Folk Art grew mainly from below,' and was "shaped by the people to fit their own needs,'. Hence we can infer that Folk art was flexible enough be shaped by the people. Hence, (i) is true.

In the same paragraph, it is given that '.....Where folk art and high culture were unique and respectable in their own right, masscult was a parody of high culture.....'. On the basis of which, we can conclude that option (ii) is also true.

Now, it is mentioned in the same paragraph that Folk art took its cue from High Culture. Hence we can't conclude that it was independent of High Culture. Hence (ii) is not true. Hence, (d) is the correct option.

6. (c); Aggrandizing means 'increase the power or status of something'. Hence, 'empower' is the word which is most similar in meaning to it.

Look at the meaning of the given options

Glorify: Describe or represent as admirable

Disgracing: Bring shame or discredit on

Empower: Make (someone) stronger and more confident

Mushrooming: Increase, spread, or develop rapidly.

Belittling: Dismiss (someone or something) as unimportant.

7. (a); Ramifications means 'a complex or unwelcome consequence of an action or event'. Hence, 'repercussions' is the word which is most similar in meaning to it.

Look at the meaning of the given options

Repercussions: An unintended consequence of an event or action, especially an unwelcome one.

Outcome: The way a thing turns out

Drawbacks: A feature that renders something less acceptable

Flaws: A shortcoming, imperfection, or lack.

Effects: A change which is a result or consequence of an action or other cause.

8. (a); Assimilation means 'The process by which a person or persons acquire the social and psychological characteristics of a group'. Hence, 'absorption' is the word which is most similar in meaning to it.

Look at the meaning of the given options

Absorption: The state of being engrossed in something.

Wearing out: To tire or exhaust

Hard work: A great deal of effort or endurance.

Contraction: The process of becoming smaller.

Expansion: The action of becoming larger or more extensive.

9. (e); Inchoate means 'just begun and so not fully formed or developed'. Hence, 'matured' is the word which is most opposite in meaning to it.

Look at the meaning of the given options

Vulgar: Lacking sophistication or good taste.

Inceptive: Relating to or marking the beginning of something; initial.

Firm: Strongly felt and unlikely to change.

Prudent: Acting with or showing care and thought for the future.

Matured: Become fully grown or developed.

10. (e); Slavery means ‘the state of being a slave.’. Hence ‘Carte blanche’ is the word which is most opposite in meaning to it.

Look at the meaning of the given options

Thralldom: The state of being under the control of another person

Vassalage: Bondage

Braggadocio: boastful or arrogant behaviour

Confinement: The action of confining or state of being confined

Carte blanche: Complete freedom to act as one wishes.

Directions (11-20)

11. (c); In the first paragraph, it is given that “A combination of factors ranging from poor credit appraisal to political interference and mismanagement by borrowers have conspired to push the banking industry into a messy cobweb.” This statement suggests that the main factors for pushing the banking industry into a messy cobweb are ‘poor credit assessment’, ‘mismanagement of loans by borrowers’ and ‘political interference’. Hence, (c) is the correct option.

12. (d); ‘Bank ultimately need autonomy’ is the most appropriate title. Throughout the passage, the author has discussed the ill-effects of interference on the banking. Besides this, the statement ‘The banking system indeed needs a change in the way it is managed.’ given in the last paragraph, also supports the title. Hence, (d) is the correct option.

13. (a); ‘Arm’s length relationship’ refers to “a relationship lacking intimacy or friendliness, esp. when possessing some special connection, such as previous closeness.”. Hence, (a) is the correct option

14. (b); In the First paragraph it is given that "There are two polar approaches to loan stress,..... One is to apply band-aids to keep the loan current, and hope that time and growth will set the project back on track....." which suggests that (i) and (ii) are true. Now it is also given in the same paragraph that, "Facing large and potentially un-payable debt, the promoter loses interest, does little to fix existing problems...". from which, we can infer that (iii) is not true. Hence, (b) is the correct option.

15. (c); The last line of the last paragraph clearly states that, 'The banking system indeed needs a change in the way it is managed.'. Therefore we can conclude that (i) is true.

Again, in the first paragraph, it is mentioned that, '....increase in bad loans, has yielded a twin fallout — of declining profitability at banks and poor credit disbursal.....' Hence (ii) is also true.

Now, in the same paragraph, it is given that "The stressed assets (comprising gross non-performing assets plus written-off assets and restructured assets) account for 14.1 per cent of total bank loans as of September 2015, up from 13.6 per cent in March 2015.", which contradicts the fact given in (iii). Therefore, (iii) is not true. Hence, (c) is the correct option.

16. (d); Camouflage means travel through (an unfamiliar area) in order to learn about it. So, disguise is the word which is similar in meaning to it.

Look at the meaning of the given options:

Waiting: The action of staying where one is or delaying action until a particular time or event

Revealed: Make (previously unknown or secret information) known to others.

Exposed: Make (something) visible by uncovering it.

Disguise: Give (someone or oneself) a different appearance in order to conceal one's identity.

17. (d); Cobweb means something resembling a cobweb in delicacy or intricacy.. So, entanglement is the word which is similar in meaning to it.

Look at the meaning of the given options:

Device: A thing made or adapted for a particular purpose

Puzzle: A person or thing that is difficult to understand or explain; an enigma.

Decoration: The process or art of decorating something.

Entanglement: A complicated or compromising relationship or situation.

18. (b); Holistic means characterized by the belief that the parts of something are intimately interconnected and explicable only by reference to the whole. So, aggregate is the word which is similar in meaning to it.

Look at the meaning of the given options:

Innovative: Featuring new methods

Aggregate: A whole formed by combining several separate elements.

Alternative: Available as another possibility or choice.

Positive: Constructive, optimistic, or confident

19. (d); Fulcrum means a thing that plays a central or essential role in an activity, event, or situation. So, Unimportant is the word which is opposite in meaning to it.

Look at the meaning of the given options:

Exterior: Forming, situated on, or relating to the outside of something.

Pivotal: Of crucial importance in relation to the development or success of something else.

Border: The edge or boundary of something, or the part near it.

Unimportant: Lacking in importance or significance.

20. (c); Persist means continue in an opinion or course of action in spite of difficulty or opposition. So, Cease is the word which is opposite in meaning to it.

Look at the meaning of the given options:

Abandon: Give up completely.

Informal: Having a relaxed, friendly, or unofficial style, manner, or nature.

Cease: Come or bring to an end.

Insist: Demand something forcefully.

Directions (21-30)

21. (c); It is specifically given in the seventh paragraph of the passage that 'government's move to link capital infusion with efficiency is one way to incentivise banks for better efficiency' which suggests that government has proposed to link capital infusion with efficiency in order to motivate banks for better efficiency. Hence, (c) is the correct option.

22. (e); It is given the first paragraph that, 'Raghuram Rajan had promised a "dramatic remaking" of the country's banking sector' from which we can infer that the main of the Governor of Reserve Bank Of India is to reconstruct the entire banking sector. Hence, (e) is the correct option.

23. (d); 'Niche Banks' are the banks that cater to and serve the needs of a certain demographic segment of the population. Hence (d) is the correct option.

24. (a); It is given in the first paragraph that, '...the full results of his efforts would be visible only a few years from now....' from which we can infer that (i) is true.

It is given in the passage that the market cap of public sector banks is 77 per cent while that of private sector banks is 74 per cent. Hence, (ii) is not true. (iii) can also not be considered as true since this statement is the function of a niche bank, Hence, it cannot be inferred whether it's safe or not.. Therefore (i) is the only true statement. Hence, (a) is the correct option.

25. (e); It is given in the first paragraph of the passage that 'Raghuram Rajan had promised a "dramatic remaking" of the country's banking sector. Rajan has walked the talk, though the full results of his efforts would be visible only a few years from now....' suggests that Raghuram Rajan's aim is to change the Indian banking sector and his policies are expected to do the same. Hence, (a) is the expected outcome

Option (b) is nothing but restatement of the summary of recommendations released after the retreat. Hence (b) cannot be the expected outcome.

It is given in the second paragraph of the second paragraph of the passage that '... the near-monopoly of public sector banks, which now account for over 77 per cent of the loan market, could well be over....' which suggests that option (c) can also be the expected outcome.

It is given in the passage that, 'they can now raise resources through long-term bonds (with a tenure of at least seven years) and will not have cash reserve ratio (CRR), statutory liquidity ratio (SLR) or priority sector lending obligations' from which clearly suggests that (d) is not the outcome the policies of Mr. Rajan. Hence, (e) is the correct option.

26. (e); The usage of the phrase 'walk the talk' suggests that (i) is not true. It is given in the third last paragraph that 'The response to set up niche banks in India after the banking regulator invited applications from aspirants has been stupendous' Hence we can conclude that (ii) is also not true. In the given passage, it is given that State bank of India is country's largest lender. However we aren't given whether it's world's largest lender or not. Hence (iii) is also not true. Hence (e) is the correct option

27. (a); 'Walk the talk' means 'To perform actions consistent with one's claims.'. Hence (a) is the correct option.

28. (c); 'tenure' means 'period of something'. Hence, term is the word which is MOST SIMILAR in meaning to it

Look at the meaning of the given options

Acquittal: A judgement or verdict that a person is not guilty of the crime

Release: Set free

Term: A fixed or limited period for which something, is intended to last

Spree: A spell or sustained period of unrestrained activity of a particular kind.

Tenor: A singing voice between baritone and alto or countertenor, the highest of the ordinary adult male range.

29. (b); 'Infusion' means 'to fill; pervade' Hence , ' take out' is the word which is most opposite in meaning to it.

Look at the meaning of the given options

Brew: Make (tea or coffee) by mixing it with hot water.

Take out: Make (tea or coffee) by mixing it with hot water.

Penetrate: Go into or through (something), especially with force or effort.

Permeate: Spread throughout

Percolate: (Of a liquid or gas) filter gradually through a porous surface or substance

30. (a); Deliberations means 'long and careful consideration or discussion'. Hence 'disregard' is the word which is most opposite in meaning to it.

Look at the meaning of the given options

Disregard: Pay no attention

Admiration: Respect and warm approval

Approbation: Approval or praise

Endorsement: The action of endorsing someone or something.

Recommendation: The action of recommending something or someone.

Environment RC Solutions with explanations.

## Directions (31-40)

31. (e); It is clearly mentioned in the second paragraph that due to climate change '.....the earth's temperature has steadily risen....', '.....Nearly every major glacier in the world is shrinking....and '.....The oceans are becoming not just warmer but more acidic.....' from which we can conclude that (i), (ii) and (iii) are all true. Hence, (e) is the correct option.

32. (a); In the third paragraph of the given passage, It is clearly mentioned that 'the Des Groseilliers expedition found that the Arctic sea-ice depth had declined significantly' From which we can conclude that option (a) is correct.

According to the given passage, option (b), (c) and (e) is the effect of climate change and not the findings of the Des Groseilliers expedition. Hence, they are not the correct option.

Option (c) is the effect of change in earth's albedo. Therefore, (c) is also not the correct answer. Hence, (a) is the correct answer.

33. (d); According to the given passage, interaction of solar radiation with sea ice has been studied by 1997 Donald Perovich, of the Cold Regions Research and Engineering Laboratory. Hence, (b) is not correct.

It is given in the first paragraph that it was The National Academy of Sciences which had undertaken its first rigorous study of global warming in 1979. Hence (c) is also not correct.

It is given in the last paragraph that 'NASA scientist, installed G.P.S. receivers around Swiss Camp to study changes in the ice sheet's elevation'. From which we can infer that the G.P.S has been installed in order to study the changes in the altitude of ice sheets. Hence (d) is the correct option. From the same statement we can conclude that (a) and (e) are not correct.

34. (b); It is clearly given in the last paragraph that Perovich's climate models predict that The perennial sea-ice cover in the Arctic Would disappear entirely by 2080. Hence (b) is the correct option.

According to the given passage, option (a), (c) and (d) are the effect of climate change. Hence, they are not the correct options. Hence, (b) is the correct option.

35. (e); It is clearly mentioned in the third paragraph that '1859, British physicist John Tyndall identified the natural greenhouse effect'. Hence (e) is correct. Please note that options (b) and (c) are the points mentioned by Svante Arrhenius and not 'Tyndall'. Hence (e) is the correct option. Option (a) and (d) are the general facts given in the passage and are not related to Tyndall. Hence, (e) is the correct answer.

36. (a); It is specifically mentioned in the passage that 'The ice-albedo feedback is thought to be a major reason why the Arctic is warming so rapidly.' Hence (a) is the correct answer.

37. (e); 'Annal' means 'a record of the events of one year.'. Hence 'explanation' is the word which is most similar in meaning to it. Look at the meaning of the given options:

Daily: Done, produced, or occurring every day

Journal: A newspaper or magazine that deals with a particular subject or professional activity.

Annual: Occurring once every year.

Analogical: Of, relating to, or based on analogy.

Explanation: A statement or account that makes something clear.

38. (a); 'Symposium' means 'a conference or meeting to discuss a particular subject.'. Hence, 'conference' is the word which is most similar in meaning to it.

Look at the meaning of the given options:

Conference: A formal meeting of people with a shared interest, typically one that takes place over several days.

Synopsis: A brief summary or general survey of something

Summary: A brief statement or account of the main points of something.

Similar: Having a resemblance in appearance, character, or quantity.

Rundown: An analysis or summary of something by a knowledgeable person.

39. (c) 'Ad Hoc' means 'created or done for a particular purpose as necessary.' Hence 'unspecific' is the word which is most opposite in meaning to it.

Look at the meaning of the given options:

Impromptu: Done without being planned or rehearsed.

Unplanned: Not planned

Deliberate: Done consciously and intentionally.

Unspecified: Not stated clearly or exactly

Ignorant: Lacking knowledge or awareness in general

40. (d) 'Hypothetical' means 'based on or serving as a hypothesis', Hence 'factuable' is the word which is most opposite in meaning to it.

Look at the meaning of the given options:

Conjecturable: imaginary

Refutable: To prove to be false or erroneous

Disputable: Not established as a fact, and so open to question or debate.

Factual: Actually occurring.

Contingent: Subject to chance

Directions (41-50)

41. (a) Refer to the last paragraph of the passage. "Major changes can be initiated at the individual level by observing a healthy lifestyle. As a society, we have to break socio-cultural barriers obstructing cancer care....". It suggests that the main objective of the author is to make people aware of the cancer and to make them adopt a healthy lifestyle and help others to do so. (b), (c) and (d) are the steps that should be taken in order to achieve this objective. Hence, (a) is the correct option.

42. (c); 'Stepping up the fight' is the most appropriate title. The entire passage discusses the various steps and measures that must be taken to curb Gastric cancer. It also envisages the required change in human approach towards the same and asks us to be more conscious about this disease and change our unhealthy lifestyle. Option (a) does not go with the sense of the passage. Option (b) and (d) cannot be the correct option as well, since the passage is not about cancer but about a particular type of it. Hence (c) is the correct option.

43. (d); Refer to the fourth paragraph of the passage. It is given that "The major contributing factor for delayed presentation is "ignoring" warning symptoms." Therefore, we can infer that it is the major contributing factor in delaying treatment of cancer. Although, options (a), (b) and (c) are also mentioned as the reasons for the delay in the treatment of cancer but on the basis of above statement it can be concluded that these are the secondary reasons for the same. Hence, (d) is the correct option.

44. (a); In the third paragraph, it is given that '...The common age at presentation is between 50 and 70, though it can occur even in people under 40, with there being a clear male predominance.....'. Hence, 'A' is true.

Refer to the third last paragraph of the passage. It is clearly given that "Urban areas have a greater proportion of trained physicians (60 per cent) than rural areas (40 per cent)." Hence 'B' is not true. In the second paragraph, it's clearly mentioned that '...There are many contributing factors, prime among them being one's lifestyle.....' Hence, 'C' is also true.

Hence, (a) is the correct option

45. (e); In the second last paragraph of the passage it is clearly given that "This explores how everyone can play his/her part in reducing the global burden of cancer." Hence, (e) is the correct option. No other option is related to the 'We Can- I Can' initiative.

46. (c); Predominance means the state or condition of being greater in number or amount. So, prevalence is the word which is similar in meaning to it.

Look at the meaning of the given options:

Trivial: Of little value or importance.

Unimportant: Lacking in importance or significance.

Prevalence: The fact or condition of being prevalent

Leadership: The action of leading a group of people or an organization

Inferior: Lower in rank, status, or quality.

47. (e); Diagnosis means the identification of the nature of an illness or other problem by examination of the symptoms. So, Examination is the word which is similar in meaning to it.

Look at the meaning of the given options:

Opinion: A view or judgement formed about something, not necessarily based on fact or knowledge.

Classification: The action or process of classifying something.

Explanation: A statement or account that makes something clear.

Analogue: A person or thing seen as comparable to another.

Examination: A detailed inspection or study.

48. (d); Accountable means required or expected to justify actions or decisions. So, responsible is the word which is similar in meaning to it.

Look at the meaning of the given options:

Hampered: Hinder or impede the movement or progress of something.

Immature: Having or showing an emotional or intellectual development appropriate to someone younger.

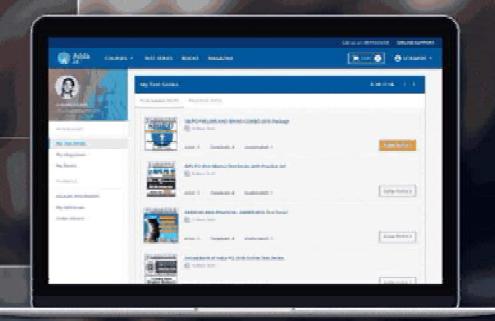
Untrustworthy: Not able to be relied on as honest or truthful.

Responsible: Being the primary cause of something and so able to be blamed or credited for it.

Chargeable: Answerable.

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49. (c); Superstitions means excessively credulous belief in and reverence for the supernatural. So, reality is the word which is opposite in meaning to it.

Look at the meaning of the given options:

Stubbornness: Refusing to change one's mind or course of action despite pressure to do so;

Obsessiveness: Intolerance

Reality: The state of things as they actually exist,

Illusion: An instance of a wrong or misinterpreted perception of a sensory experience.

Prediction: a forecast

50. (b); Explore means ravel through (an unfamiliar area) in order to learn about it. So, neglect is the word which is opposite in meaning to it.

Look at the meaning of the given options:

Investigate: carry out a systematic or formal inquiry to discover and examine the facts of something

Neglect: Not pay proper attention to; disregard.

Scout: Make a search for someone or something in various places.

Inspect: Look at (someone or something) closely, typically to assess their condition or to discover any shortcomings.

Traverse: Travel across or through.

Directions (51-60)

51. (b); The passage is silent about urban areas and urban population. Hence (a) and (c) are not the correct options. It is given in the first paragraph it is given that 'One of the reasons for this is the huge gap in per capita spending on life insurance between developed and emerging markets. While developed markets spend \$1,887 on life insurance, emerging markets spend only \$46' from which we can conclude that the insurance companies are attracted towards the villages because of its potential which is still to be tapped. The challenges described in last paragraph also suggest that option (d) is not correct. Hence, (b) is the correct option.

52. (d); Option (a) is extreme judgement which cannot be passed on the basis of the passage. Hence, (a) is not the correct option. The usage of the word 'precarious' also suggests that option (b) is not correct. Option (c) can also not be inferred from the passage. Now, in the first paragraph, it is given that 'many companies are tailoring their policies to meet the requirements of this segment' after which the author has given examples of various things which a villager can insure. Hence (d) is the most appropriate option.
53. (c); Option (a) and (d) are extreme judgements which cannot be inferred on the basis of the passage. Hence, they are not the correct option. The passage is silent about the effects of insurance policies with high premium on the rich. Hence, (b) is also not the correct option. Now, In the first paragraph, the statement, 'Though the premium amounts are very small, insurance companies see this as a way of entering a market that is sure to grow over the next few years...' suggests that the aim to launch policies with low premium is to connect more and more people, from every sphere of the society, with the insurance sector. Hence, if insurance firms launch policies with heavy premium amounts in village areas, then such an initiative would fail to yield desired results on a large scale. Hence (c) is the correct option.
54. (e); It's clearly mentioned in the passage that 'Global insurance majors such as AIG and Aviva increasingly see rural India as a growth area' after which, the author cites the given figures, from this we can infer that there is a scope of growth for insurance companies in the emerging markets. Hence (e) is the correct option.
55. (a); From the statement 'Global insurance majors such as AIG and Aviva increasingly see rural India as a growth area' given in the first paragraph, we can infer that rural India is seen as a growth area by major insurance firms. hence, option (a) is true. From the same statement we can also rule out option (c). The author of the given passage has not discussed the potential of the urban areas. Hence, option (b) is also not correct. Option (b) can also not be inferred from the given passage. Hence, (a) is the correct option.

56. (d); The statement 'Global insurance majors such as AIG and Aviva increasingly see rural India as a growth area. One of the reasons for this is the huge gap in per capita spending on life insurance between developed and emerging markets' suggests that option (a) is true. It is given in the passage that the insurance companies are 'tailoring' their policies as per the needs of the rural people. From which we can conclude that needs of the rural people are different from those of urban people. Hence we can infer that option (b) is also true. The last line of the passage says that 'Health and crop insurance for small farmers would also have the additional benefit of eliminating the dreaded moneylender who benefits from the precarious condition of the rural poor.' Hence option (c) is also true. The statement, 'While developed markets spend \$1,887 on life insurance, emerging markets spend only \$46.' suggests that per capita expenditure of developed countries is already more than that of developing countries (including India). Hence, option d is false. Hence (d) is the correct option.

57. (e); It's given in the last paragraph of the passage that 'companies are willing to forgo the usual death certificates and accept signatures of a panchayat member or a village elder. Such innovative measures have ensured that several insurance companies at least have a presence in rural India.' from which we can conclude that the forego death certificates because they want hassle-free entry in the rural areas to make their presence felt there. None of the given option explains the conclusion made here, hence (e) is the correct option.

58. (b); TAILORING means adapting requirements through deletion, modification, and/or supplementation. So, 'adjusting' is the word which is similar in meaning to it.

Look at the meaning of the following options:

Pruning: To cut away

Adjusting: Alter or move (something) slightly in order to achieve the desired fit

Stretching: Extend or spread over an area or period of time.

Negotiating: Obtain or bring about by discussion.

Unfolding: Gradually develop or be revealed.

59. (a); MONOPOLY means the exclusive possession or control of the supply of or trade in a commodity or service. So, dominance is the word which is similar in meaning to it.

Look at the meaning of the following options:

Dominance: Power and influence over others

Bargain: Negotiate the terms and conditions of a transaction

Presence: The state or fact of existing

Hold: Grasp, carry, or support with one's arms or hands.

Strategy: A plan of action designed to achieve a long-term or overall aim.

60. (a); PRECARIOUS means dangerously likely to fall or collapse. So, secure is the word which is opposite in meaning to it.

Look at the meaning of the following options:

Secure: Certain to remain safe and unthreatened

Influential: Having great influence on someone or something

Competent: Having the necessary ability, knowledge, or skill to do something successfully.

Moral: Concerned with the principles of right and wrong behaviour.

Basic: Forming an essential foundation or starting point; fundamental

### Directions (61-70)

61. (c); The statement '...government's volte-face would help retain the EPF's popularity among the salaried class...' clearly supports the answer. Hence (c) is the correct answer.

62. (c); In the statement '...government's volte-face would help retain the EPF's popularity among the salaried class, most of whom are part of it not out of choice but by statutory default.....' 'whom' has been used for salaried class and not for 'Tax payers' or 'Middle class'. Hence (c) is the correct answer

63. (d); According to author the decision was an 'out-of-the-blue' approach which means an 'Unanticipated' approach. Hence (d) is the correct answer
64. (b); the sentence '...people need to be nudged over time to gear up for such transitions...' clearly supports the answer. Hence (b) is the correct answer
65. (b); In the first paragraph, it is given that '.....This did not gel with the Budget speech rationale for taxing EPF savings — to bring parity in tax treatment between the EPF and the National Pension System.....' supports the answer.  
**NOTE:** Although (iii) is another reason given in the passage. But, it was not given by the Finance Minister.
66. (d); volte face: Turnabout  
 Tergiversation: Withdrawal  
 Ratification: Confirmation  
 Maneuver: Series of moves requiring skill and care  
 Hence, (d) is the correct answer.
67. (c); Ammunition means Arguments. Hence, (c) is the correct answer.  
 Look at the meaning of the other options.  
 Bullets: a metal projectile for firing from a rifle  
 Confetti: small pieces of coloured paper traditionally thrown over a bride and bridegroom by their wedding guests after the marriage ceremony has taken place  
 Torpedo: a cigar-shaped self-propelled underwater missile designed to be fired from a ship or submarine  
 Knockdown: an act of knocking an opponent down
68. (e); Status quo means No change. Hence, (e) is the correct answer.  
 Look at the meaning of the other options  
 Cachet: the state of being respected or admired  
 Stature: importance or reputation gained by ability or achievement  
 Validation: make or declare legally valid.  
 Standpoint: an attitude to a particular issue.

69. (d); Strident: Characterized by vehement opinions.

Mellifluous: Agreeable

Hence, (d) is the correct answer. Look at the meaning of the other options.

Vociferous: expressing or characterized by vehement opinions.

Substantiate: provide evidence to support or prove the truth of.

Raucous: making or constituting a disturbingly harsh and loud noise.

Clamorous: making a loud and confused noise.

70. (a); Hostages: A person seized or held as security for the fulfillment of a condition.

Autarchic: Absolute sovereignty

Hence, (a) is the correct answer. Look at the meaning of the other options.

Captive: Imprisoned or confined.

Shackled: restrained

Fettered: confine or restrict

Unlimited: not limited or restricted in terms of number, quantity, or extent.

Directions (71-80)

71. (a); It is given in the sixth paragraph that, ' . It emphasised that lower crude oil prices mainly reflect the ongoing excess crude oil supply over global demand.' which suggests that (a) is the correct option. Also note that it is clearly given in paragraph 4 of the passage that there has been a massive fall in investments. Hence (c) is not true. Options (b) and (c) cannot be inferred on the bases of the given paragraph. Hence (a) is the current option.

72. (d); In the seventh paragraph it's given that 'energy demand will increase by almost 50% in the period up to 2040' from which we can infer that (i) is true.

It is also mentioned in the passage that 'sharp price rises would be harmful for the economies of both the producing and consuming countries'. Hence, (ii) is not true.

In the last paragraph, it is specifically given that 'Energy efficiency will be a key tool to achieve EU's decarbonisation objectives' Hence (iii) is also true. Hence (d) is the correct option.

73. (a); It is given in the second paragraph that 'Energy Dialogue has resulted in productive joint activities on a wide range of oil and energy related issues' Hence, we can conclude that option (a) is true.

Option (b), (c) and (d) are not given with respect to the result of the Energy Dialogue between OPEC nations and EU. Hence (a) is the correct option.

74. (e); Each of the options given are clearly mentioned in the third paragraph. Hence, (e) is the correct option.

75. (b); It is clearly given in the second paragraph that the Energy Dialogue was established in 2005. Hence (i) is true. It is also given in the passage that the hike in oil prices would be harmful for both oil producing as well as consuming nations. Hence (ii) is not true. Now, it is also given that 'Oil demand reaches almost 110 mb/d by 2040, with developing countries accounting for most of the growth.. from which we can conclude that (iii) is also true. Hence, only (ii) is not true. Hence, (b) is the correct option.

76. (c); It is given in the passage that 'Both the EU and OPEC recognised that through the Energy Dialogue and through initiatives in other global fora and organisations' from this we can infer that (c) is the correct option. Note that other options are given to confuse the candidate, neither the intergovernmental agreements nor global conferences nor better communication has been described as the way of enhancing cooperation between EU and OPEC.

77. (b); Deferred means ' to put off (an action or event) to a later time'. Hence, delayed is the word which is most similar in meaning to it. Look at the meaning of the given options:

Preponed: Bring (something) forward to an earlier date or time.

Delayed: Postpone or defer (an action).

Advanced: New and not yet generally accepted.

Repudiated: Refuse to accept

Abjured: Reject

78. (a); 'Laid off means 'to give up or stop doing something'. Hence, 'desist' is the word which is most similar in meaning to it.

Look at the meaning of the given options

Desist: Stop doing something

Deployed: Bring into effective action.

Employed: Give work to (someone) and pay them for it.

Lie down: A short rest in which one lies down on a bed, sofa, etc.

Give up: Cease making an effort; admit defeat.

79. (c );'Foster' means to 'encourage someone. Hence, 'dissuade' is the word which is most opposite in meaning to it.

Look at the meaning of the given options

Cherish: Protect and care for

Harbor: Give a home or shelter to.

Dissuade: Persuade (someone) not to take a particular course of action.

Supplement: A thing added to something else in order to complete or enhance it.

Else: In addition; besides.

80. (b);'Anticipated' means to 'regard something as probable'. Hence 'Inconceivable' is the word which is most opposite in meaning to it.

Look at the meaning of the given options

Foreseen: Be aware of beforehand; predict.

Inconceivable: Not capable of being imagined or grasped mentally

Inapt: Not suitable or appropriate in the circumstances.

Verisimilar: Not the same

Credible: Able to be believed

## Directions (81-90)

81. (a); It is given in the last paragraph that 'looking at the ones (words) that did hang on is interesting because it tells you that they turned out to be useful'. Hence, (a) is the correct option.
82. (c); It is given in the third paragraph of the passage that 'having a language disappear because all the speakers got massacred is actually really rare'. Even though (a) and (b) can also be the correct option, but (c) covers both of them. Hence, from this we can conclude that (c) is the most appropriate option.
83. (b); In context of the given passage, the most appropriate meaning of the phrase 'Hang on' is 'Retain'. Hence, (b) is the correct option.
84. (d); It is given in the second paragraph that 'And yet e-mail prevailed—(because) it was simply more efficient.' Hence, we can easily conclude that (d) is the correct option.
85. (a); Read closely the fourth paragraph of the given passage, it is given that, '..... all the speakers of some language got wiped out by a volcanic eruption on an island. And there are a couple of examples, at least one in this country, where almost everybody was wiped out by smallpox and then the remainder was lynched by a mob.'. This shows that volcanic eruption (natural disaster) alone was the reason for wiping out of the speakers of some language. Whereas, lynching and smallpox (epidemic) worked together to get the speakers of a language wiped completely. Since 'war' has not been mentioned here, hence (e) can also not be the correct option. Hence, (a) is the most appropriate answer.
86. (d); It is given in the first paragraph of the passage that '.....from her home in Ann Arbor, Michigan, where she teaches.....'. Option (b) has been given to confuse the candidates. Please note that in the given passage present indefinite tense has been used with 'teach' which means that 'she' teaches in regular basis and we can easily conclude that teaching is her profession. But no such clue has been given for 'linguist' being her profession. Hence, we can conclude that (d) is the most appropriate option.

87. (e); 'Pidgins' means 'a grammatically simplified form of a language'. Hence, 'Tok Pisin' is the word which is most nearly the same in meaning to it.

Boilerplate: Rolled steel plates for making boilers

Standard: Used or accepted as normal

Pilgrims: A person who journeys to a sacred place for religious reasons.

Different: Distinct; separate

88. (c); 'Jargon' means 'special words or expressions used by a profession or group that are difficult for others to understand.' . Hence, 'Argot' is the word which is most nearly the same in meaning to it.

Laconism: Using very few words.

Noiseless: Silent or very quiet.

Taciturn: Saying little

Reticence: The quality of being reticent; reserve.

89. (a); 'Ephemeral' means 'lasting for a very short time.' . Hence, 'Enduring' is the word which is most nearly the opposite in meaning to it.

Fleeting: Lasting for a very short time.

Fugacious: Tending to disappear

Episodic: Containing or consisting of a series of separate parts or events.

90. (b); 'Mainstream' means 'normal or conventional' . Hence, 'Eccentric' is the word which is most nearly the opposite in meaning to it.

Common: Occurring, found, or done often; prevalent.

Normal: Conforming to a standard

Common: A piece of open land for public use

Dominant: Having power and influence over others.

Directions (91-100)

91. (a); Land and Labour

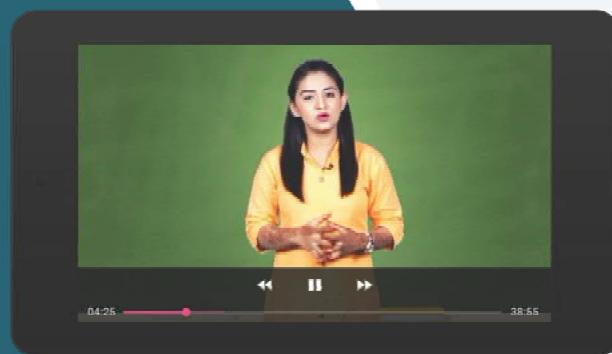
92. (a); The wealth gained through service exceeded the gain through manufacture.

93. (c); The ability of an organization to raise funds.
94. (c); Information based companies.
95. (a); The venture capitalists have started financing the projects even at the planning stage.
96. (d); Promoting information based and software companies.
97. (e); Advent means the arrival of a notable person or thing. So, arrival is the word which is similar in meaning to it.
98. (d); Traditional means existing in or as part of a tradition. So, customary is the word which is similar in meaning to it.
99. (b); Burgeoning means begin to grow or increase rapidly; flourish. So, retarding is the word which is opposite in meaning to it.
100. (a); Stagnating means cease developing; become inactive or dull. So, developing is the word which is opposite in meaning to it.

#### Directions (101-110)

101. (b); The threat being voiced by those whose business will be harmed by such an entry
102. (c); It will improve Indian newspapers and television
103. (e); None of these
104. (c); Allow entry, treating them on par with domestic media
105. (d); without restrictions
106. (e); opposite to each other
107. (a); similar
108. (d); Antagonistic means showing or feeling active opposition or hostility towards someone or something.
109. (e); Susceptibility means the state or fact of being likely or liable to be influenced or harmed by a particular thing.
110. (b); Rhetoric means the art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.

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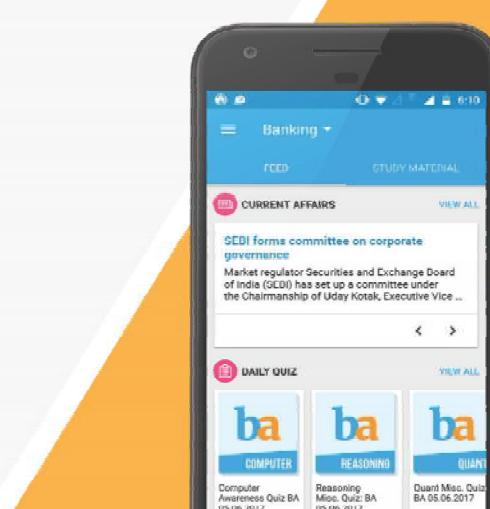


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# Bank English Language

*Chapter*

17

Cloze Test

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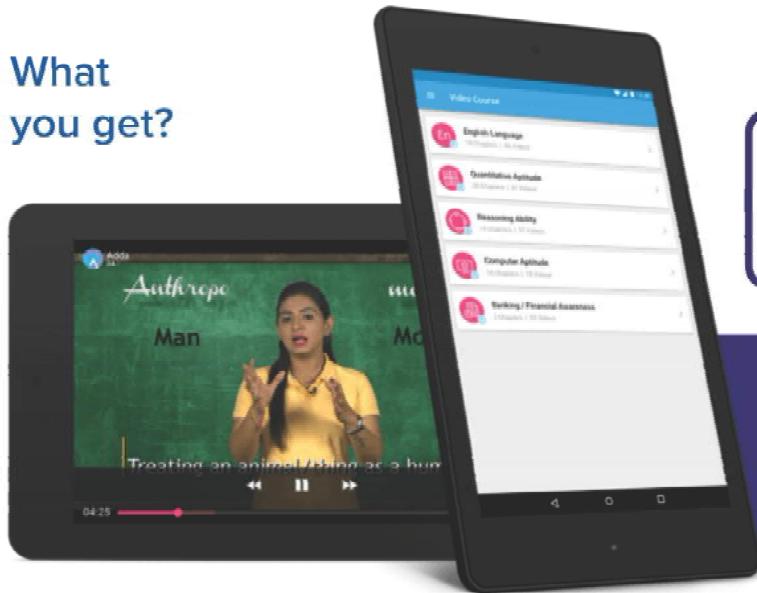
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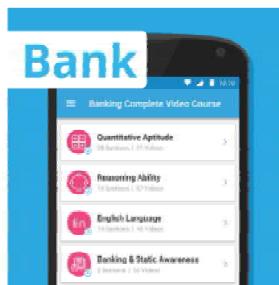


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Chapter  
**17**

# Cloze Test

A cloze test is an exercise in which there is a passage with certain blanks, each of which is numbered. These numbers are printed below the passage, and against each, four or five words are suggested, one of which fits the blank correctly.

So, cloze test is there to test the grammar skills, vocabulary and English command of a candidate.

**How to crack the Nut:**

**1. Some important points:**

- (a) first of all go through the complete passage and get a rough idea about the content and spirit of the passage. The correct understanding of the content will make you think in the right direction and thus help you make the right decision and thus help you make the right choice among the given words.
- (b) logically analyze each sentence and try to understand the grammatical construction of it because some word-choices are based on grammar.

**2. Eliminate the less Probable option:**

- (a) Eliminate the less probable option and get the correct one.
- (b) In case if you have multiple correct options then first mark options of this kind and try fitting them in blank one by one, then use the one which fits perfectly with the given sentence.
- (c) It may happen sometimes that you are unable to decide between two words. In such case use that one from options which is used frequently with the words around the blank.

Ex – 1. Did you find him \_\_\_\_\_ for matrimonial purpose?  
 (a) Compatiable    (b) Perfect    (c) Good

In this case almost all the words seem synonyms but word 'compatiable' and matrimonial are interlinked. Hence (a) is answer.

2. Can we have a \_\_\_\_\_ chat?

- (a) Swift                    (b) Quick                    (c) Prompt

Here all three options are synonyms of each other so it may be difficult to decide which one is the correct answer. Here, the word 'quick' and chat are used more frequently as a combination rather than 'swift chat' or 'prompt chat'.

So (b) is the answer.

3. Think like the Author:

Each passage is written in a certain tone, humor, serious, narrative and so on. Identify the tone and pick the words accordingly. If the tone is funny/humorous, try and use words which evoke fun and vice-versa.

Ex – Jonah \_\_\_\_\_ down the stairs, bumping along like a quarter in a tumbling dyer.

- (a) tumbled                    (b) fell                    (c) dropped

Clearly, you can use either 'tumbled' or 'fell' in this blank but the rest of the sentence is written in a humorous vein. So we try to maintain the tone of the sentence. This is best accomplished by the use of word 'tumbled'.

4. Decide the correct part of speech: Read the sentence carefully and see which part of speech is required to be filled. To decide the right part of speech, you need to keep the following things in the mind.

(a) Noun/ Pronoun: A noun will be required if —

(i) The blank is at the position of subject or object.

Ex – Every leader should perform his duty.

Noun	Pronoun
------	---------

(ii) If the blank is after an adjective

Ex – A little knowledge is a dangerous thing.

(iii) Blank is after preposition.

Ex – He sat beside me.

- (b) Adjective: An adjective will be required if
- (i) the blank requires a qualifier for a preceding or following noun or pronoun.
  - (ii) the blank is just before a noun.  
Ex – Do you have any problem?
- (c) Adverb: An adverb is required if
- (i) The blank is after a verb  
Ex – He works hard
  - (ii) A blank is before the subject at the beginning of a sentence.  
Ex – Only I know the truth.
- (d) Conjunction: A conjunction is required if
- The blank required a word to combine two words or sentences
- Ex – You must run fast else you will miss the train.
- (e) Article: An article is required if
- (i) The blank is before a noun.  
Ex – He is an heir to the throne.
  - (ii) The blank is before a comparative or superlative degree.  
Ex – He is the better of the two wrestlers.  
He is the best student of our class.
- (f) Preposition: A preposition is required if
- (i) The blank required a word to relate two words.  
Ex – The bill was passed amid pandemonium.  
The cat jumped upon the rat.
- (g) Verb: A verb is required if
- (i) The blank is after a subject.  
Ex – They played very well.
  - (ii) The blank after a helping verb.  
Ex – We have to make the system work.
  - (iii) The blank required a linking verb
  - (iv) The blank required a word that describes the action of a noun or pronoun.  
Ex – Swimming is a good exercise.

(h) Phrasal Verb: A phrasal verb is required to fit the sentence in correct.

Ex - The meeting was put off due to agitation held by union leaders of the company.

Corruption is eating into our country.

5. Commonly used phrases: You have to give preference to those words which commonly precede or follow the word around the blank. Considering the following examples.

Ex - Tens of thousands of demonstrators in Malaysia defied police orders on Saturday. amassing in the capital in a \_\_\_\_\_ of anger at the government prime minister Najib Razak.

(i) Show      (ii) Display    (iii) Expression    (iv) Plainness

You cannot use 'expression' here as it needs article 'an' before itself. Plainness is inappropriate here, show of anger is not correct but display of anger is commonly used. Hence (ii) is the answer.

6. Enhance your vocabulary and comprehension of language : –  
Read as much as you can to improve your language. When you read more, you tend to have a better idea of which word goes with the other words.

7. Solve plenty of cloze tests to attain perfection: By solving a large number of cloze tests, you will not only enhance your vocabulary but also learn how and where words should be used. This will surely help in building up your language skills.

Now Let's consider an example:

Whenever I (1) at the moon, my heart (2) with pleasure. I wish I have (3) to fly up to the moon. I know if I could (4) to become an (5) . I would be able to go to the moon.

1. (a) looked      (b) saw      (c) viewed      (d) gaze
2. (a) fills      (b) filled      (c) field      (d) feels
3. (a) hands      (b) wings      (c) legs      (d)
4. (a) grow up      (b) mow      (c) blow      (d) show
5. (a) astrology      (b) astronomy(c) astronaut      (d) aristocrat

Ans.

1. (a)
2. (b)
3. (b)
4. (a)
5. (c)

## Explanation:

1. (a); By reading sentence, two options would be eliminated. Now you have two words 'looked' and 'gazed'.  
But gaze means looking continuously for a time so the answer here is (a)
2. (a); Here we are talking in present so option (a) fits the blank correct.
3. (c); You can fly only if you have wings
4. (a); Author is talking about his ambitions. So only option (a) fits the blank
5. (c); Astronaut is one who goes into space other options are irrelevant.

**Exercise**

Directions (1-10): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

There were major controversies (1)\_\_\_\_\_ the death and burial of most of the great French Enlightenment figures. (Rousseau was an exception because, as a Protestant, he could not be buried in sacred ground.) The greatest and most notorious of these controversies swirled (2)\_\_\_\_\_ the death and burial of Voltaire. There were two related issues. First, did he on his death bed take last rites and recant his views? And, if so, did he do this because he finally understood that to die outside the church was to die in misery, or because he was somehow tricked (3)\_\_\_\_\_ conformity (4)\_\_\_\_\_ the threat of having his body excluded from proper burial? The second issue had to do with his body. Assuming, as the local priest testified, that he had not properly taken last rites, what should be done with his body? The church of course would have excluded him from proper burial; his friends, who vehemently (5)\_\_\_\_\_ that Voltaire had backed off of any of his anti-clerical views or that he had died the (6)\_\_\_\_\_ death of an atheist, sought ways to have (7)\_\_\_\_\_ interred in consecrated ground (8)\_\_\_\_\_ ecclesiastical opposition. (9)\_\_\_\_\_ the end they

managed to whisk his body off to a monastic burial ground to which his nephew had connections and the (10)\_\_\_\_\_ authorities decided not to push the issue further.

- |                        |                  |                     |
|------------------------|------------------|---------------------|
| 1. (a) about           | (b) surrounding  | (c) related         |
| (d) of                 | (e) surround     |                     |
| 2. (a) on              | (b) about        | (c) around          |
| (d) over               | (e) into         |                     |
| 3. (a) into            | (b) over         | (c) by              |
| (d) with               | (e) under        |                     |
| 4. (a) of              | (b) with         | (c) that            |
| (d) by                 | (e) in           |                     |
| 5. (a) denied          | (b) deny         | (c) denying         |
| (d) denies             | (e) denied       |                     |
| 6. (a) fatal           | (b) agonizing    | (c) soothing        |
| (d) pacifying          | (e) agonize      |                     |
| 7. (a) his             | (b) her          | (c) him             |
| (d) their              | (e) them         |                     |
| 8. (a) despite         | (b) in spite     | (c) although        |
| (d) yet                | (e) though       |                     |
| 9. (a) in              | (b) on           | (c) over            |
| (d) before             | (e) at           |                     |
| 10. (a) ecclesiastical | (b) ecclesiastic | (c) ecclesiasticing |
| (d) concern            | (e) concerning   |                     |

Directions (11-20): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

Buying a house is a big decision and you need to be financially (11)\_\_\_\_\_ emotionally ready before you take the plunge. Here are some key things that will help you (12)\_\_\_\_\_ if you are ready to buy a house. In case you are buying a house without (13)\_\_\_\_\_ loan, the foremost and perhaps the only thing one should determine is if (14)\_\_\_\_\_ has enough savings to buy the house one (15)\_\_\_\_\_. If you are taking a loan, banks and financial

institutions do not provide the entire amount of loan. It ranges from bank to bank, but in no cases does the loan exceed 90 % of the value of the house. In this case you will need about 10 % of the value of the house as savings to make a down payment. The (16)\_\_\_\_\_ criteria to fulfill to even think of buying a house is to have good financial health. Banks have their own criteria to measure how much loan you are eligible for, but that should not be the factor to base your decision on. You should be able to calculate and figure out what the added pressure of a loan would do to your monthly expenses. It is important to maintain a (17)\_\_\_\_\_ debt-to-income ratio to ensure that you do not default on your loans, (18)\_\_\_\_\_ in turn will affect your credit score. A debt load of around 35% is considered ideal for a person, but a home loan can push it up to about 45 -50%. (19)\_\_\_\_\_ can be a problem, but if you have additional sources of income, for example that of your spouse, the ratio can be (20)\_\_\_\_\_.

- |                   |                  |                 |
|-------------------|------------------|-----------------|
| 11. (a) but       | (b) and          | (c) yet         |
| (d) though        | (e) as well as   |                 |
| 12. (a) determine | (b) to determine | (c) determining |
| (d) determined    | (e) determines   |                 |
| 13. (a) some      | (b) any          | (c) a few       |
| (d) less          | (e) the few      |                 |
| 14. (a) one       | (b) you          | (c) he          |
| (d) they          | (e) oneself      |                 |
| 15. (a) wants     | (b) wanted       | (c) want        |
| (d) need          | (e) needed       |                 |
| 16. (a) first     | (b) former       | (c) foremost    |
| (d) prior         | (e) last         |                 |
| 17. (a) healthy   | (b) requirement  | (c) big         |
| (d) balancing     | (e) lower        |                 |
| 18. (a) what      | (b) those        | (c) which       |
| (d) who           | (e) whose        |                 |
| 19. (a) this      | (b) which        | (c) that        |
| (d) those         | (e) these        |                 |
| 20. (a) highest   | (b) higher       | (c) high        |
| (d) lower         | (e) low          |                 |

Directions (21-30): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

It (21) \_\_\_\_\_ take a vampire only 6.4 minutes to suck out 15 per cent of the blood from the external artery in an average human's neck, a new study has found. Throughout human history there have been tales of vampires-bloodsucking creatures of folklore that prey on their victims by draining their life essence, usually via the blood. To coincide with the 85th anniversary of Universal Pictures' 'Dracula' starring Bela Lugosi, students from the University of Leicester's Department of Physics and Astronomy used fluid dynamics to examine how long it would take for the undead fiend to drain an average human's blood. They have calculated that it would take only 6.4 minutes to drain 15 per cent of the blood from the external carotid artery in a human's neck. (22) \_\_\_\_\_ 15 per cent was used as the benchmark as any more blood loss causes the heart rate to change, while less can be taken without affecting the circulatory system of a human. The aorta, the main artery of the body, splits into five other arteries. For the purpose of the study the team was concerned with the velocity of blood flowing (23) \_\_\_\_\_ only the common carotid artery. They also (24) \_\_\_\_\_ that the five arteries are of (25) \_\_\_\_\_ thickness, enabling them to calculate the velocity of blood flowing into the common carotid artery. By examining the average human blood pressure in arteries (26) \_\_\_\_\_ relative to the air pressure, this gave the students the pressure difference. They then worked out average density of blood at room temperature and were able to deduce how much blood would come out of a puncture (27) \_\_\_\_\_ a human's neck (with vampire fangs assumed to leave puncture holes with a width of 0.5mm each). (28) \_\_\_\_\_ the human body has an average of 5 litres of blood and that a vampire might feasibly take 15 per cent, in the study (29) \_\_\_\_\_ vampire would drain 0.75 litres of blood and by (30) \_\_\_\_\_ calculations it would take 6.4 minutes to do so.

21. (a) will (b) would (c) should  
(d) could (e) shall

22. (a) Around (b) at least (c) About  
(d) At most (e) at least

23. (a) in (b) under (c) over  
(d) into (e) on

24. (a) argued (b) concluded (c) stated  
(d) deduced (e) assumed

25. (a) equated (b) even (c) congruent  
(d) same (e) difference

26. (a) measured (b) measurement (c) measuring  
(d) measures (e) measure

27. (a) in (b) onto (c) over  
(d) into (e) under

28. (a) consider (b) considers (c) Considering  
(d) considered (e) since

29. (a) a (b) the (c) few  
(d) some (e) all

30. (a) his (b) their (c) her  
(d) the (e) our

Directions (31-40): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

The settlement in the Kodaikanal mercury poisoning case, which came (31) \_\_\_\_\_ light 15 years ago after the release of contaminated waste materials into the environment, (32) \_\_\_\_\_ partial closure to a long-running struggle (33) \_\_\_\_\_ the community and a major industrial corporation. Hindustan Unilever Limited has come to an agreement with 591 former workers and their families (34) \_\_\_\_\_ the payment of ex gratia amounts (35) \_\_\_\_\_ livelihood and skill enhancement. The Madras

High Court has taken the settlement on record, and the disbursal of the fund should bring some succour to those who suffered various health setbacks that they believe are related to mercury exposure. The closure is the culmination of a sustained campaign by environmental activists and concerned citizens for these 15 years, which got global attention after a rap song on the plight of those (36) \_\_\_\_\_ went viral on the Internet. The HUL case highlights the often neglected questions of occupational health interests of workers, and poor diligence shown (37) \_\_\_\_\_ governments in allowing industries that handle toxic materials without satisfactory management processes. Many workers in Kodaikanal were claiming for over a decade that they fell ill after working in the thermometer factory, but received little government support. That is unsurprising, considering (38) \_\_\_\_\_ occupational health receives low priority in policymaking, while environmental concerns are counterposed (39) \_\_\_\_\_ rapid growth of industry as an obstacle. The Kodaikanal story should convince Environment Minister Prakash Javadekar, who said his Ministry would no longer be a "roadblock", that a culture of superficiality in making impact assessments is (40) \_\_\_\_\_, even counterproductive.

- |                 |              |              |
|-----------------|--------------|--------------|
| 31. (a) in      | (b) to       | (c) under    |
| (d) into        | (e) on       |              |
| 32. (a) brings  | (b) brought  | (c) bring    |
| (d) bringing    | (e) bought   |              |
| 33. (a) of      | (b) between  | (c) among    |
| (d) against     | (e) with     |              |
| 34. (a) with    | (b) have     | (c) for      |
| (d) had         | (e) from     |              |
| 35. (a) towards | (b) to       | (c) for      |
| (d) of          | (e) in       |              |
| 36. (a) affect  | (b) affected | (c) effected |
| (d) effect      | (e) effects  |              |
| 37. (a) to      | (b) in       | (c) on       |
| (d) by          | (e) on       |              |

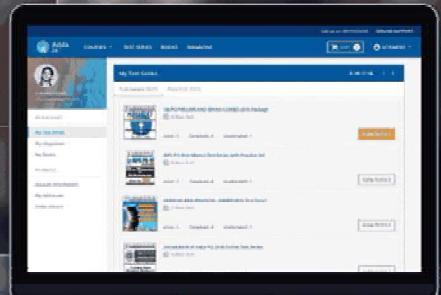
38. (a) that (b) the (c) about  
(d) of (e) as  
39. (a) of (b) by (c) on  
(d) in (e) to  
40. (a) suitable (b) suited (c) unsuited  
(d) unsustainable (e) sufficient

Directions (41-50): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

Outgoing Commonwealth Secretary-General explains (41) \_\_\_\_\_ the organisation is more relevant now than ever before. As he prepares to hand over the leadership of the Commonwealth after eight years (42) \_\_\_\_\_ the driver's seat, Secretary-General is of the view that the Commonwealth is more relevant than ever before, with "its face turned firmly to the future", despite what (43) \_\_\_\_\_ say. With a charter crafted under his guidance and accepted by the 53 members of the Commonwealth in 2012, the organisation has become an incubator for big-ticket ideas such as the Multilateral Debt Swap for Climate Action adopted at the last Commonwealth Heads of Government Meeting (CHOGM) in Malta." The Commonwealth is not a boutique organisation; it is a great global good. And because of (44) \_\_\_\_\_ composition, if the Commonwealth can agree on something important, it is already a prototype of a global idea," said Mr. Sharma in an interview (45) \_\_\_\_\_ The Hindu in his office in Marlborough House, the grand 300-year-old building that (46) \_\_\_\_\_ the Commonwealth Secretariat in London. The importance of the Commonwealth charter — Mr. Sharma called its (47) \_\_\_\_\_ a "watershed" that emerged after widespread consultation including with civil society — arises not just for the message and goals it envisions but also because it represents a political (48) \_\_\_\_\_ (49) \_\_\_\_\_ 53 member states to the Commonwealth Ministerial Action Group (CMAG), (50) \_\_\_\_\_ is tasked with assessing and dealing with serious or persistent violations of the core values represented in the charter.

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41. (a) why  
      (d) when
42. (a) on  
      (d) in
43. (a) doomsters  
      (d) critique
44. (a) their  
      (d) her
45. (a) to  
      (d) at
46. (a) houses  
      (d) holds
47. (a) adopted  
      (d) creation
48. (a) entre nous  
      (d) avant-garde
49. (a) from  
      (d) to
50. (a) who  
      (d) when
- (b) what  
      (e) where
- (b) over  
      (e) under
- (b) boonsters  
      (e) well-wishers
- (b) his  
      (e) its
- (b) for  
      (e) from
- (b) has  
      (e) carried
- (b) adoption  
      (e) created
- (b) carte blanche  
      (e) bric-à-brac
- (b) of  
      (e) for
- (b) what  
      (e) why
- (c) How  
      (c) at
- (c) doomsayer
- (c) it's
- (c) with
- (c) carries
- (c) formation
- (c) quid pro quo
- (c) by
- (c) which

Directions (51-60): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

(51)\_\_\_\_\_ made by a variety of spacecraft over the past few decades suggest that the moon harbors a lot of water ice in (52)\_\_\_\_\_ shadowed craters near the poles, which are some of the coldest locales in the solar system. Siegler and his colleagues studied measurements made by two of these probes: NASA's (53)\_\_\_\_\_ Lunar Prospector (LP) spacecraft, which (54)\_\_\_\_\_ the moon from January 1998 through July 1999, and

the agency's Lunar Reconnaissance Orbiter (LRO), which is still in operation. The orbiters' data revealed (55) \_\_\_\_\_ ice deposits at both poles, as expected. But there was a surprise as well: A large patch of ice (56) \_\_\_\_\_ near each pole, in a spot offset from the true pole by 5.5 degrees. Moreover, these "displaced" deposits are positioned such that a straight line drawn through the center of the moon (57) \_\_\_\_\_ connect them. Siegler and his team have an explanation for this finding, which they report online in March in the journal Nature: The moon's (58) \_\_\_\_\_ axis has (59) \_\_\_\_\_ by 5.5 degrees (60) \_\_\_\_\_ the ages, and the offset ice patches mark the "paleopoles."

- |                       |                  |                   |
|-----------------------|------------------|-------------------|
| 51. (a) Observatories | (b) Observations | (c) Observes      |
| (d) Observation       | (e) observed     |                   |
| 52. (a) permanently   | (b) permanent    | (c) transitory    |
| (d) randomly          | (e) transiting   |                   |
| 53. (a) pioneering    | (b) primitive    | (c) auxiliary     |
| (d) reserved          | (e) reserving    |                   |
| 54. (a) rotated       | (b) revolves     | (c) revolved      |
| (d) circled           | (e) rotates      |                   |
| 55. (a) that          | (b) if           | (c) whether       |
| (d) few               | (e) some         |                   |
| 56. (a) existed       | (b) appear       | (c) exists        |
| (d) exist             | (e) appeared     |                   |
| 57. (a) will          | (b) would        | (c) shall         |
| (d) can               | (e) ought to     |                   |
| 58. (a) rotational    | (b) rotating     | (c) revolutionary |
| (d) revolving         | (e) revolve      |                   |
| 59. (a) shifted       | (b) drifted      | (c) dispersed     |
| (d) veered            | (e) shifts       |                   |
| 60. (a) with          | (b) in           | (c) over          |
| (d) along             | (e) besides      |                   |

Directions (61-70): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

Once upon a time a tortoise and a hare had an argument (61) \_\_\_\_\_ who was faster. They decided to settle the argument with a race. They agreed on a route and started (62) \_\_\_\_\_ the race. The hare shot ahead and ran briskly for some time. Then realising that he was far ahead (63) \_\_\_\_\_ the tortoise, he thought he'd sit under a tree for some time and relax before continuing the race. He sat under the tree and soon fell asleep. The tortoise (64) \_\_\_\_\_ on overtook him and soon finished the race, emerging as the (65) \_\_\_\_\_ champion. The hare woke up and realised that he'd lost the race. The moral of the story is that slow and steady wins the race. The hare was disappointed (66) \_\_\_\_\_ losing the race and he did some soul-searching. He realised that he'd lost the race only because he had been overconfident, careless and lax. If he had not taken things for granted, there's no way the tortoise (67) \_\_\_\_\_ have beaten him. So he challenged the tortoise (68) \_\_\_\_\_ another race. The tortoise agreed. This time, the hare went (69) \_\_\_\_\_ and ran without stopping from start to finish. He won by several miles. So the moral of the story is 'it's good to be slow and steady but it's better to be (70) \_\_\_\_\_ and consistent'.

- |                  |               |                |
|------------------|---------------|----------------|
| 61. (a) over     | (b) about     | (c) on         |
| (d) for          | (e) in        |                |
| 62. (a) off      | (b) of        | (c) up         |
| (d) for          | (e) in        |                |
| 63. (a) from     | (b) off       | (c) of         |
| (d) against      | (e) to        |                |
| 64. (a) running  | (b) plodding  | (c) walking    |
| (d) continuing   | (e) crawling  |                |
| 65. (a) expected | (b) unanimous | (c) undisputed |
| (d) lop-sided    | (e) wretched  |                |

66. (a) on (b) over (c) with  
(d) by (e) at
67. (a) will (b) can (c) would  
(d) could (e) should
68. (a) to (b) for (c) with  
(d) at (e) on
69. (a) all over (b) all out (c) all set  
(d) all in (e) angry
70. (a) fast (b) faster (c) fastest  
(d) slow (e) slower

Directions (71-80): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

In Friday's edition of the journal Science, researchers J. Craig Venter and Clyde Hutchinson and colleagues (71) \_\_\_\_\_ the Venter Institute, California, reported the making of a living, replicating and (72) \_\_\_\_\_ cell that uses the minimum number of genes — 437 — to be considered biologically 'alive.' In the natural world, no living organism is ever known to possess (73) \_\_\_\_\_ than 1000 genes. The knowledge gained from this creation may be (74) \_\_\_\_\_ to understand how organisms can be created (75) \_\_\_\_\_ scratch. Ever since the human genome — the complete sequence of genes that make up human DNA — was deciphered (76) \_\_\_\_\_ the turn of the century, researchers have tried to understand the precise functions of these 25,000 genes and the way they network with other pieces of DNA in the cell to keep it functional. Their efforts dovetail with the (77) \_\_\_\_\_ question of whether there is a minimum number of genes without which a cell would be dead. That question is also of immense practical interest as there is an entire subfield — called synthetic biology — that's modifying bacteria and other microorganisms at the level of genes to make organic machines that can

be employed to, for instance, clear oil spills and industrial enzymes. To build complex organisms would mean having a fine-grained understanding of (78) \_\_\_\_\_ some genes are more essential than others. Scientists have sought to study bacteria of the Mycoplasma genus — as it has (79) \_\_\_\_\_ few genes and multiplies quite quickly — to analyse the relationship (80) \_\_\_\_\_ genes and the chemical pathways they make.

- |                      |                |                  |
|----------------------|----------------|------------------|
| 71. (a) in           | (b) at         | (c) of           |
| (d) under            | (e) on         |                  |
| 72. (a) stable       | (b) perished   | (c) stabilizing  |
| (d) stablising       | (e) unstable   |                  |
| 73. (a) less         | (b) lesser     | (c) much         |
| (d) fewer            | (e) more       |                  |
| 74. (a) foundational | (b) foundation | (c) fundamental  |
| (d) based            | (e) base       |                  |
| 75. (a) at           | (b) in         | (c) from         |
| (d) on               | (e) by         |                  |
| 76. (a) at           | (b) during     | (c) with         |
| (d) by               | (e) from       |                  |
| 77. (a) foundational | (b) foundation | (c) fundamental  |
| (d) based            | (e) trivial    |                  |
| 78. (a) how          | (b) when       | (c) where        |
| (d) what             | (e) why        |                  |
| 79. (a) relative     | (b) relatively | (c) respectively |
| (d) respective       | (e) some       |                  |
| 80. (a) among        | (b) of         | (c) between      |
| (d) which            | (e) in         |                  |

Directions (81-90): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

Insurance policies (81) \_\_\_\_\_ be complex, and some policyholders (82) \_\_\_\_\_ not understand all the fees and coverages included in a policy. Indeed, people typically buy policies on unfavorable terms. In 2014, two major (83) \_\_\_\_\_, Blue Shield and Cigna of California, were sued for (84) \_\_\_\_\_ of the coverage network, (85) \_\_\_\_\_ caused delays for their consumers in accessing needed health care. Yet, insurance should help societies and individuals (86) \_\_\_\_\_ catastrophes' impact through the way it changes who bears the cost of losses.. "There are 46 insurance companies in Fortune 500, with an average age of 95 years. Cumulative market cap is more than \$1T," said Spencer Lazar of General Catalyst Partners. However, according to Morgan Stanley/BCG consumer's survey, half of policyholders have one or less interactions per year with their insurers — and less than 60 percent of those who made the contact (87) \_\_\_\_\_ satisfied with the experience. Underwriting and closing a policy may take several days, even several weeks. Once the policy is underwritten, claims management and customer service are (88) \_\_\_\_\_ due to the insurer-centric and paper-based structure. The commission structure of the (89) \_\_\_\_\_ is such that agents and insurers make the process a misalignment of interest (90) \_\_\_\_\_ the insurers and policyholders.

- |                           |               |               |
|---------------------------|---------------|---------------|
| 81. (a) can               | (b) may       | (c) could     |
| (d) will                  | (e) shall     |               |
| 82. (a) shall             | (b) will      | (c) may       |
| (d) should                | (e) would     |               |
| 83. (a) Insured           | (b) insurers  | (c) firms     |
| (d) companies             | (e) entities  |               |
| 84. (a) misinterpretation | (b) bestowing | (c) utilizing |
| (d) misrepresentation     | (e) overusing |               |
| 85. (a) who               | (b) has       | (c) what      |
| (d) whom                  | (e) which     |               |
| 86. (a) alleviation       | (b) imitate   | (c) mitigate  |
| (d) litigate              | (e) in        |               |

- |                                    |                                |                |
|------------------------------------|--------------------------------|----------------|
| 87. (a) is<br>(d) are              | (b) was<br>(e) aren't          | (c) were       |
| 88. (a) Flexible<br>(d) cinching   | (b) cumbersome<br>(e) cakewalk | (c) elementary |
| 89. (a) status quo<br>(d) pro rata | (b) ad hoc<br>(e) de facto     | (c) inter alia |
| 90. (a) Among<br>(d) between       | (b) of<br>(e) at               | (c) in         |

**Directions (91-100):** In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

On the ..(91).. of what we have seen thus far, this is an Asia Cup that is likely to be ..(92).. by the bowlers, especially by the faster bowlers. That makes batting at the top of the order a ..(93).. but also a crucial task, because much of success in cricket ..(94).. around relaying information back to the dressing room. So the openers' job will be not just to ..(95).. the difficult early phase but also to ..(96).. what is a par score if the surface continues to ..(97).. green and help the quicker bowlers. The mistake teams can often slip into in such circumstances is to ..(98).. themselves and aim for a target that might be regulation on ..(99).. surfaces. As such, while runs on the board will be important, what will be more ..(100).. is how many are adequate on this surface.

- |                                     |                                  |               |
|-------------------------------------|----------------------------------|---------------|
| 91. (a) Display<br>(d) Evidence     | (b) Support<br>(e) Reveal        | (c) Confirm   |
| 92. (a) Commanded<br>(d) Overlooked | (b) Over hanged<br>(e) Dominated | (c) Signified |
| 93. (a) Delicate<br>(d) Cunning     | (b) Devious<br>(e) Knotty        | (c) Tricky    |
| 94. (a) Spins<br>(d) Revolves       | (b) Encircles<br>(e) Circle      | (c) Travels   |

- |                                  |                              |                |
|----------------------------------|------------------------------|----------------|
| 95. (a) Arrange<br>(d) Negotiate | (b) Surmount<br>(e) Overcome | (c) Transact   |
| 96. (a) Judge<br>(d) Calculate   | (b) determine<br>(e) Analyse | (c) assess     |
| 97. (a) remain<br>(d) left       | (b) last<br>(e) residual     | (c) undone     |
| 98. (a) disappoint<br>(d) escape | (b) overreach<br>(e) entrap  | (c) circumvent |
| 99. (a) flatter<br>(d) become    | (b) humor<br>(e) enhance     | (c) please     |
| 100. (a) fit<br>(d) applicable   | (b) material<br>(e) proper   | (c) pertinent  |

Directions (101-110); In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

Universalizing education ..(101).. issues of both distributive justice and quality. While the former ..(102).. taking education to marginalized communities, the latter asks, 'what ..(103).. as meaningful education?' Considering that inadequate education affects the disadvantaged groups more severely, it is a possibility that these groups will end up with restricted opportunities and ..(104).. outcomes given the market-driven economy we live in. The RTE, therefore, entails the right to equitable quality education. It is with this aim that India ... (105).... the Right of Children to Free and Compulsory Education Act, 2009. While it is too early to pass a judgment on the success of this Act, the initial trends are somewhat disappointing. According to the 2011 Census, the average literacy rates of people aged above 15 among Scheduled Castes (SCs) and Scheduled Tribes (STs) are about 9 per cent and 17.4 per cent less than the ... (106).... average, respectively. The female literacy rate is 19.5 per cent less than that of males. This difference ..(107).... to 23 per cent and 23.5 per cent among the SCs

and STs, respectively, indicating the double discrimination (108)... by Dalit and Adivasi women. The dropout rates among SCs and STs are significantly higher than the national average and more girls discontinue schooling than boys. Of course, there is a wide (109)... across States and the gap is wider in rural areas as compared to urban, but these statistics suggest significant inequalities in the (110)... distribution of educational opportunities.

- |                      |                   |                  |
|----------------------|-------------------|------------------|
| 101. (a) draws       | (b) involves      | (c) brings       |
| (d) relates          | (e) covers        |                  |
| 102. (a) suggestions | (b) worries       | (c) concerns     |
| (d) examples         | (e) issues        |                  |
| 103. (a) counts      | (b) takes         | (c) gives        |
| (d) ensures          | (e) provides      |                  |
| 104. (a) mitigates   | (b) lessen        | (c) higher       |
| (d) diminished       | (e) lower         |                  |
| 105. (a) brought     | (b) approved      | (c) enacted      |
| (d) stating          | (e) bringing      |                  |
| 106. (a) global      | (b) overall       | (c) world        |
| (d) domestic         | (e) national      |                  |
| 107. (a) decreased   | (b) increased     | (c) increases    |
| (d) decreases        | (e) none of these |                  |
| 108. (a) challenged  | (b) faced         | (c) risk         |
| (d) sustained        | (e) confronted    |                  |
| 109. (a) gap         | (b) distinction   | (c) difference   |
| (d) variation        | (e) crack         |                  |
| 110. (a) delivery    | (b) allotment     | (c) distribution |
| (d) handling         | (e) dividing      |                  |

Directions (111-120); In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

We have witnessed..(111).. growth in rail connectivity in India. However, while ..(112).. the efforts of successive administrations to offer better service, there are some areas of improvement that need ..(113)... A very common experience of passengers in general reserved coaches is having to put up with unauthorised passengers which ..(114).. inconvenience and discomfort. The TTEs choose to ..(115).. such incidents presumably to avoid inviting problems. They need to be ..(116).. to evict such passengers and must be ..(117).. by the railway administration. Pilferage of personal baggage is not unheard of. It is ..(118).. to see fans not working. There is water seepage into compartments when it rains. Taps running dry is another major ..(119).. There need to be electronic displays that show the time and name of the next halting point ..(120).. at all entry points to carriages.

- |                      |                 |                   |
|----------------------|-----------------|-------------------|
| 111. (a) titanic     | (b) mega        | (c) low           |
| (d) vast             | (e) epic        |                   |
| 112. (a) lauding     | (b) cheering    | (c) applauding    |
| (d) celebrating      | (e) saluting    |                   |
| 113. (a) observation | (b) recognition | (c) investigation |
| (d) ministration     | (e) attention   |                   |
| 114. (a) leads       | (b) requires    | (c) causes        |
| (d) makes            | (e) calls       |                   |
| 115. (a) miss        | (b) overlook    | (c) excuse        |
| (d) disregard        | (e) command     |                   |
| 116. (a) empowered   | (b) qualified   | (c) sanctioned    |
| (d) certified        | (e) enabled     |                   |
| 117. (a) carried     | (b) encouraged  | (c) maintained    |
| (d) supported        | (e) helped      |                   |
| 118. (a) average     | (b) low         | (c) common        |
| (d) simple           | (e) common      |                   |
| 119. (a) hassle      | (b) advantage   | (c) pain          |
| (d) irritant         | (e) hurdle      |                   |
| 120. (a) fixed       | (b) decided     | (c) agreed        |
| (d) rigid            | (e) established |                   |

Directions (121-130): In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

Some cause of delay in coming economic decisions in our country seem to lie in the ..(121).. realm. There is such a thing as the psychology of power which motivates people: power of control and patronage, power to delay an application, power to keep to hold up a file, power people..(122).. in an ante room, all of which are consciously or subconsciously treated as symbols of ..(123).. and hallmarks of importance.

A further psychological cause of ..(124).. is a combination of mistrust, of unwillingness to take responsibility, of a fear of being criticised and of possibly being subjected to enforcement investigation. A large number of ..(125).. which ought to be taken by civil servants, and were so taken in the old days, now go up to the top to await the ..(126).. of the Minister. The Minister, in turn, is ..(127).. to take the responsibility for fear of criticism from parliament or from fear of criticism from parliament or from within his own party and seeks ..(128).. in a Cabinet decision. The Cabinet, split on ideological grounds and under political and other pressures, is reluctant to reach a decision which is not ..(129).. Thus, the various layers of economic decision-making in government-civil servants, Ministers and Cabinet as a whole-all exercise the happy ..(130).. of postponing a decision.

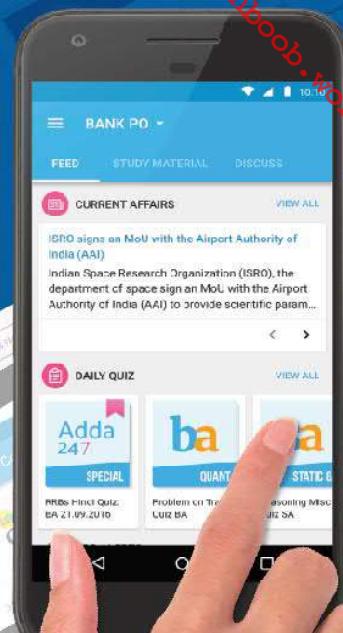
- |                     |                    |                 |
|---------------------|--------------------|-----------------|
| 121. (a) scientific | (b) financial      | (c) medical     |
| (d) political       | (e) psychological  |                 |
| 122. (a) wandering  | (b) resisting      | (c) gossiping   |
| (d) waiting         | (e) lingering      |                 |
| 123. (a) prestige   | (b) control        | (c) aggression  |
| (d) affection       | (e) proud          |                 |
| 124. (a) power      | (b) control        | (c) insecurity  |
| (d) politicians     | (e) delay          |                 |
| 125. (a) decisions  | (b) assignments    | (c) undertaking |
| (d) projects        | (e) justifications |                 |



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- |                        |                 |               |
|------------------------|-----------------|---------------|
| 126. (a) meeting       | (b) opinion     | (c) stamp     |
| (d) appreciation       | (e) approval    |               |
| 127. (a) unfortunate   | (b) uneasy      | (c) proposed  |
| (d) reluctant          | (e) pushed      |               |
| 128. (a) assistance    | (b) safety      | (c) monopoly  |
| (d) autonomy           | (e) place       |               |
| 129. (a) comprehensive | (b) beneficial  | (c) unanimous |
| (d) profitable         | (e) successful  |               |
| 130. (a) facility      | (b) situation   | (c) trick     |
| (d) sanction           | (e) prerogative |               |

**Directions (131-140):** In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.

David Headley was one of an ..(131).. and dangerous breed. At one level, he was ideological — a closet jihadi; at another, he was an ..(132).. for the U.S. Drug Enforcement Agency; and at ..(133).. another level, he was working for the LeT. He was much ..(134).. than the quintessential double agent, a triple agent working for ..(135).. masters at one and the ..(136).. time. He was thus ..(137).. to pave the way and ..(138).. an opening for one of the most ..(139).. terrorist attacks in ..(140).. years.

- |                  |                |                |
|------------------|----------------|----------------|
| 131. (a) strange | (b) singular   | (c) marked     |
| (d) unusual      | (e) accustomed |                |
| 132. (a) envoy   | (b) agent      | (c) author     |
| (d) artist       | (e) epic       |                |
| 133. (a) yet     | (b) still      | (c) besides    |
| (d) in           | (e) on         |                |
| 134. (a) less    | (b) higher     | (c) lesser     |
| (d) further      | (e) more       |                |
| 135. (a) several | (b) diverse    | (c) particular |
| (d) few          | (e) little     |                |

Solutions

1. (b); surrounding is the correct option.
  2. (c); The word 'swirled' is followed by the preposition 'around'.  
Swirled around: to circle around.
  3. (a); 'tricked into' is correct phrasal usage  
Tricked into: To get deceived by an act or procedure intended to achieve an end by deceptive or fraudulent means.
  4. (d); 'conformity by' is correct phrasal usage.
  5. (a); Since the given passage is in past tense, hence past participle 'denied' should be used. Note that 'denyed' is wrong spelling of 'denied'
  6. (b); Look at the meaning of the following options:  
Agonizing: look at the meanings of all the options  
Fatal: causing death  
Agonizing: great physical or mental pain.  
Soothing: reducing pain or discomfort.  
Pacifying: bring peace to (a country or warring factions).  
Hence, 'agonizing' is the only option that goes with the meaning of the passage.

7. (c); The given sentence is in active voice, so according to structure of a sentence in active voice (sub + verb + obj), object follows the verb. Hence, objective case of he (i.e. him) should be used here.
8. (a); despite is the correct answer. Since, 'in spite' is followed by 'of', 'although' and 'yet' are used together in a sentence.
9. (a); 'In the end' is used mostly as an idiom that means "finally," "after a long time," or, "when everything is considered." 'At the end' is used in the idiom "at the end of the day."
10. (a); ecclesiastical: The blank is followed by the noun 'authorities'. Hence 'concern' and 'ecclesiastic' cannot be the correct option since they are nouns. 'ecclesiasticing' is wrong usage since, 'Noun + ing' is wrong. Hence 'ecclesiastical' is the correct answer.
11. (b); Look at the usage of the following conjunctions:  
But: used to introduce a phrase or clause contrasting with what has already been mentioned.  
And: used to connect words of the same part of speech, clauses, or sentences, that are to be taken jointly.  
Yet: until the present or a specified or implied time.  
Though: indicating that a factor qualifies or imposes restrictions on what was said previously.  
As well as: In addition  
Now 'and' and 'as well as' goes with the meaning of the sentence but positive is used with 'as well as'. Hence, and is the correct answer.
12. (a); First form of verb is used after 'help'. Hence, 'determine' is the correct answer.
13. (b); 'any' and not 'some' is used with the negative sentences. 'a few' and 'less' don't go with the meaning of the sentence.
14. (a); If 'one' is used as the subject in a sentence, only 'one' and not 'he', 'she' or 'it' is used in the latter part of the sentence.
15. (a); 'one' is a singular subject. Hence, singular verb should be used with it.

16. (c); Look at the meaning of the following options

First: Coming before all others in time or order.

Former: Having previously been a particular thing.

Foremost: Most prominent in rank, importance, or position.

Prior: Existing or coming before in time, order, or position.

Hence, 'foremost' is the correct answer.

17. (a); In 'debt-to-income ratio' debt-to-income is adjective and ratio is noun. So, it should be preceded by an adverb. Hence, 'healthy' is correct answer.

18. (c); Relative pronoun 'which' is used for non-living things whereas, 'Who' is used for mankind. 'What' and 'that' do not go with the meaning of the sentence. Hence, 'which' is the correct answer.

19. (a); 'this' is the correct answer. 'which' is used in the beginning of the subject only in interrogative sentences, 'that' and 'those' are used to mention things which are present at a certain distance.

20. (b); Here, ratios of 'you' and 'your spouse' are being compared. Hence, comparative degree should be used. Therefore, 'highest', 'high' and 'low' cannot be the correct answer. 'lower' does not go with the meaning of the passage.

21. (b); Look at the usage of the given options:

Will: used to talk about what is going to happen in the future, especially things that you are certain about or things that are planned.

Would: used to refer to a situation that you can imagine happening.

Should: used to say or ask what is the correct or best thing to do.

Could: used to talk about what someone or something was able to do.

Shall: Used in place of will when 'I' or 'We' is the subject.

Hence, 'would' is the only option that goes with the meaning of the sentence.

22. (c); about is the correct answer.

23. (d); Look at the meaning of the given options:

In: inside a container, place, or area, or surrounded or closed off by something:

Under: in or to a position below or lower than something else; often so that one thing covers the other'.

Over: Above or higher than something else, so that one thing covers the other.

Into: To the inside or middle of something

Hence, 'into' is the only option that goes with the meaning of the sentence.

24. (e); Since the given passage is based on the assumption of the existence of vampire hence 'assumed' is the correct option.

25. (b); even which means 'equal in number, amount, or value' is the correct usage.

26. (a); Since the examining took place in past hence past participle should be used.

27. (a); 'In' is the correct usage.

Onto: moving to a location on the surface of.

28. (c); Here, 'ing' form of verb should be used. Since, when two actions are simultaneously performed 'ing' form of verb is used

29. (a); 'a' is the correct option

Since, 'the' is used before nouns to refer to particular things or people that have already been talked about. Hence 'the' cannot be used here. Remaining options are followed by plural noun. Hence 'a' is the correct answer.

30. (b); their: In the given sentence, subject is 'they' and not 'vampire', hence, 'their' is the correct option.

31. (b); 'come to light' is correct phrasal usage.

come to light: make or become widely known or evident.

32. (a); The given passage is in present tense. Hence present form of verb should be used again, the subject here is 'partial closure to a long-running struggle', which is singular, hence, 'brings' is correct answer.

33. (b); between is the correct answer.

We use 'between' to refer to two things which are clearly separated.

We use 'among' to talk about things (more than two) which are not clearly separated because they are part of a group or crowd or mass of objects

'of', 'against' and 'with' do not go with the meaning of the passage.

34. (c); Look at the usages of the following options:

For: to denote the reason

With: including

'had' and 'have' do not go with the meaning of the passage. Hence, 'for' is the correct answer.

35. (a); towards is the correct answer.

36. (b); Look at the meaning of the following options

Affect: To have an influence on someone or something, or to cause a change in someone or something.

Effect: The result of a particular influence

Again, the usage of the word 'got' in the sentence shows that the given sentence is in past tense. Hence, past participle of 'affect' should be used.

37. (d); 'shown by' is the correct usage. Since, 'by' is used to show the person or thing that does something.

38. (a); As per the meaning of the sentence, the blank should be filled by a conjunction. Hence, 'the' cannot be used. Also, the word 'consider' is not followed by any preposition. Hence, 'that' is correct answer.

39. (e); 'Counterposed to' is the correct phrasal use.

Counterposed: to set against or in opposition to.

40. (d); As per the meaning of the sentence the blank should be filled with an adjective. Hence, 'suited' and 'unsuited' cannot be the answer. Again the usage of the word 'counterproductive' shows that the sentence is in negative sense. Therefore, 'unsuitable' is the most suitable word.

41. (a); Look at the usage of the following options:

Why: used to give the reasons for something:

What: used to denote the thing(s) that are being mentioned.

How: to denote in what way or manner something is done.

When: used to denote time.

Where: used to denote place.

42. (d); 'in the driver's seat' is the correct idiom.

in the driver's seat : to be in charge of things.

43. (a); Look at the meaning of the following options:

Doomster: a person who predicts disaster.

Boonster: a person who predicts good fortune.

Doomsayer: a person who predicts disaster.

Critique: close analysis

Anyone: any person or any people

Now, except for 'Doomsters' and 'doomsayer' no other option goes with the meaning of the sentence. Although, 'Doomsters' and 'doomsayer' are synonyms, yet the plural verb 'say' after the blank makes 'doomsters' the correct option.

44. (e); Here, subject is 'organization', which is non living, hence the pronoun it should be used.

Now the blank should be filled with a possessive case nad 'its' is the possessive form of 'it', hence, 'its' is the correct answer.

Note: 'Its' means Possessive case of 'it'.

'It's' means 'it is'.

45. (c); Interview is followed by with. Therefore other options are not suitable. Hence, 'with' is the correct answer.

46. (a); Look at the meaning of the following options:

Houses: A building or part of a building that is used for a special purpose.

Has: possess

Carries: To hold something or someone with your hands, arms, or on your back and transport it, him, or her from one place to another.

Holds: To take and keep something in your hand or arms.

clearly, 'houses' is the correct option.

47. (b); adoption:

'Charters' are followed by 'adopted' and not 'formed' or 'created'.

Now look at the sentence carefully, the blank is preceded by a possessive case 'its', which is followed by a noun. Hence 'adoption' is the correct answer.

48. (b); Look at the meaning of the following options:

Entre Nous: Privately

Carte blanche: Complete freedom to act as one wishes.

Quid pro quo: A favour or advantage granted in return for something.

Avant-garde: New and experimental ideas and methods in art, music, or literature.

bric-à-brac: small ornamental objects, less valuable than antiques.

Clearly, 'Carte blanche' is the most suitable option as per the meaning of the sentence.

49. (a); 'Carte blanche from' is correct usage.

50. (c); Look at the usage of following options:

Who: Used as the subject or object of a verb to show which person you are referring to, or to add information about a person just mentioned.

What: Used to denote the thing(s) that are being mentioned.

Which: Used as the subject or object of a verb to show what thing or things you are referring to, or to add information about the thing just mentioned. It is usually used for things, not people.

When: used to denote time.

Hence, 'which' is the correct option.

51. (b); look at the meaning of the following options:

Observatories: A room or building housing an astronomical telescope or other scientific equipment for the study of natural phenomena.

Observations: The action or process of closely observing or monitoring something or someone.

Observes: Notice or perceive (something) and register it as being significant.

Now, as per the meaning of the passage either 'observations' or 'observation' is the correct option. Now, the usage of a plural verb 'suggest' in the latter part of the sentence shows that the blank should be filled with a plural subject. Hence, 'observations' is the correct option.

52. (a): Look carefully at the structure of the phrase i.e. 'shadowed (adjective) + craters (noun)'. So, as per the rules of grammar, the blank should be filled with an adverb. Therefore, 'permanent' and 'transitory', which are adjectives, cannot be the answer. Now 'randomly shadowed craters' does not go with the sense of the passage. Hence 'permanently' is the correct option.

53. (a): Look at the meaning of the given options

pioneering: Involving new ideas or methods.

primitive: Relating to, denoting, or preserving the character of an early stage in the evolutionary or historical development of something.

auxiliary: Providing supplementary or additional help and support.

reserved: Slow to reveal emotion or opinions.

Hence, 'pioneering' is the only option that goes with the sense of the passage.

54. (d); Look at the meaning of given options:

Rotate: To turn or cause something to turn in a circle, around a fixed point.

Revolve: To move or cause something to move around a central point in a well defined path.

Circled: To move in a circle, often around something.

Now, both 'revolve' and 'circled' can be the correct option. But the action was done in past (1998-99). Hence, 'circled' is the correct option.

55. (e); Since the sentence is not reported by a person, hence, it is not in indirect speech. Therefore, 'that', 'if' and 'whether', which are conjunctions used in indirect speech, cannot be the correct answer. Again, 'few' cannot be the correct answer. Since it is used with a countable noun and 'ice deposits' is uncountable. Hence, 'some' is the correct option.

56. (c); Since, the sentence is a universal fact hence 'present indefinite tense' should be used. Out of the given options only 'appear', 'exists' and 'exist' can be the correct option. But here, the subject is 'A large patch of ice' which is singular hence verb used should also be singular. Hence, 'exists' is the correct option.

57. (b); Though, the sentence is in future perspective, hence, 'will' should be used, but after a careful reading of the sentence, one could infer that the sentence is in Passive voice. Hence, 'would' is the correct option.

Note: Following is the usage of other options:

Will: Used to talk about what is going to happen in the future, especially things that you are certain about or things that are planned.

Shall: Used instead of "will" when the subject is "I" or "we"

Can: Used to denote 'ability' and 'permission'

Ought to: Used to show when it is necessary or would be a good thing to perform the activity referred to by the following verb.

58. (a): The blank is followed by a noun (axis), hence, blank should be filled with an adjective. Therefore, 'revolving' and 'rotating', which are verbs, cannot be the correct option. Hence, either 'rotational' or 'revolutionary' should be the correct option. Now, heavenly bodies 'Rotate' on its 'axis' and 'Revolve' around its 'orbit'. Hence, 'rotation' is the correct option.

59. (a): Look at the meanings of the given options:

Shifted: Move or cause to move from one place to another, especially over a small distance.

Drifted: Be carried slowly by a current of air or water.

Dispersed: Distribute or spread over a wide area.

Veered: change direction suddenly.

Hence 'shifted' is the only option which goes with the meaning of the sentence.

60. (c): 'over the ages' is correct idiomatic usage.

over the ages : extending a long time in the dimension of time (from some point in time in the very remote past)

61. (b): 'argument about' is the correct phrasal use. Rest of the options are not grammatically appropriate. Hence, 'about' is the correct option.

Note: 'argument about something' and 'argument with someone.' are the correct usage.

62. (a): Look at the meaning of the following options

Start off: to begin a task or a process with someone or something.

start up: a company that is in the first stage of its operations.

Start for: To begin a journey to some place

start of (something): something at its initial phase.

clearly 'start off' is the correct option.

63. (c); 'ahead of' is the correct option. Since, 'ahead' is followed by the preposition 'of'. Hence, rest of the options is not grammatically correct.

64. (b); Look at the meaning of the following options:

Running: Pass or cause to pass quickly in a particular direction.

Plodding: Slow-moving and unexciting

Walking: Move at a regular pace

Continuing: Persist in an activity or process.

crawling: Move forward on the hands and knees or by dragging the body close to the ground.

clearly 'plodding' is the correct option as it shows the movement of a tortoise in most appropriate way.

65. (c); Look at the meaning of the following options

Expected: likely to happen

Unanimous: fully in agreement

Undisputed: accepted

Lop-sided: one sided

Wretched: in a very unhappy or unfortunate state.

Clearly, 'Undisputed' is the correct option.

66. (e); One is 'disappointed 'at' something' and 'disappointed 'with' someone'. Since the cause of tortoise's disappointment was his losing the race, hence 'at' should be used here.

67. (d); Here, the author is talking about the ability of the tortoise, hence either 'can' or 'could' can be the correct option. But, the story is in past, hence 'could' is the correct answer.

Look at the usage of the other options:

Will: Used to talk about what is going to happen in the future, especially things that you are certain about or things that are planned.

Can: Used to denote 'ability' and 'permission'.

Would: used to refer to future time from the point of view of the past

68. (a); 'challenge someone to' is the correct phrasal usage. Hence 'to' is the correct option.
69. (b); Look at the meaning of the following options
- All over: Completely finished/everywhere
  - All out: Using all one's strength or resources.
  - All set: Prepared ready or primed to begin a task
  - All in: Exhausted
- As per the meaning of the passage, 'all out' is correct option.
70. (a); In the given sentence 'slow and steady' is being compared to ' \_\_\_\_\_ and consistent'. Hence, they should be in same degree (here positive). Therefore, either 'fast' or 'slow' can be the correct option. But the usage of conjunction 'but' suggests that both 'slow and steady' and ' \_\_\_\_\_ and consistent' must be in contrast. Therefore, 'fast' is the correct option
71. (b); Look at the usage of the following options.
- In: Inside a container, place, or area, or surrounded or closed off by something.
  - At: Used to show an exact position or particular place.
  - Of: Used to show possession, belonging, or origin.
  - Under: In or to a position below or lower than something else, often so that one thing covers the other.
- Now, the author has described a particular place (i.e. the Venter Institute) after the blank. Hence, 'at' is the most suitable option.
72. (a); Here, the blank is followed by a noun (i.e. cell), hence, it should be filled with an adjective. Out of the given options, 'stabilizing' (which is a verb) and stabliling (which is a noun) cannot be the correct answer. Now 'perished' and 'stable' can be the correct option but, the usage of the word 'living' makes the usage of perish (to be destroyed) inappropriate. Hence, 'stable' is the correct option.

73. (d); Here, 'number of genes' and '1000' are being compared. Hence, comparative degree should be used. Therefore, Out of the given options, either 'fewer' or 'more' can be the correct option. But the usage of the clause 'minimum number of genes' makes 'fewer' the most appropriate answer.

74. (a); Look carefully at the usage of the following:

A 'foundation' is something to build on. If someone has the foundational concepts or basic knowledge of a language, or of mathematics, then you can go on to more advanced concepts and learning.

'Fundamental' is a word that can be used in other ways. Fundamental truths of philosophy or a religion are the basic non-debatable beliefs a sect might have. There may be other debatable concepts where you can be tolerant of other members' viewpoints, but the fundamental core beliefs are agreed on by all members of the organization.

Hence, as per the meaning of the sentence either 'foundation' or 'foundational' can be the correct option. But, the option qualifies 'knowledge' (noun), hence an adjective must be used here. Therefore, 'foundational' is the correct answer.

75. (c); 'from the scratch' is the correct idiomatic usage.

From the scratch: From the beginning, without using anything that already exists.

76. (a); Preposition 'at' is used before the phrase 'turn of the century'. Hence, 'at' is the correct phrasal usage.

Turn of the century: the period from about ten years before to ten years after a new century.

Look at the usage of the other options:

During: From the beginning to the end of a particular period.

With: Used to say that people or things are in a place together or are doing something together.

By: Used to show the person or thing that does something.

From: Used to show the place where someone or something starts.

77. (c); 'fundamental' is the correct option.

For explanation refer to question 4.

78. (e); Look at the usage of the following options

How: Used to denote in what way, or by what methods something is done.

When: Used to denote time.

Where: Used to denote place.

What: Used to ask for information about people or things

Why: Used to denote for what reasons something is done.

79. (b); Look at the meaning of the following

Relative: Being judged or measured in comparison with something else.

Respective: Relating or belonging to each of the separate people or things which are just mentioned.

Hence, as per the meaning of the passage, either 'relative' or its adjective form 'relatively' should be used but, the blank is followed by an adjective, therefore, it should be filled with an adverb. Hence, 'relatively' is the correct option.

80. (c); Look at the usage of the given options:

Among: In the middle of or surrounded by more than two things.

Of: Used to show possession, belonging, or origin of something.

Between: In the middle of or surrounded by two things.

Which: Used to add extra information to a previous clause, in writing usually after a comma.

Since the 'relationship' described here is between two things 'genes and the chemical pathways', hence, 'Between' is the most appropriate answer.

81. (a); Look at the usage of the following options:

Can: To show ability of something.

May: Used to express possibility.

Could: Used to talk about what someone or something was able or allowed to do.

Will: Used to talk about what is going to happen in the future.

Shall: Used instead of "will" when the subject is "I" or "we".

Hence, (a) is the most appropriate option.

82. (c); Look at the usage of the following options:

Shall: Used instead of "will" when the subject is "I" or "we".

Will: Used to talk about what is going to happen in the future.

May: Used to express possibility.

Should: Used to say or ask what is the correct or best thing to do.

Would: Used to refer to future time from the point of view of the past.

Hence, (c) is the most appropriate option.

83. (b); Look at the meaning of the given options:

Insured: Covered by insurance

Insurers: A person or company that underwrites an insurance risk

Firms: A business concern, especially one involving a partnership of two or more people.

Companies: A commercial business.

Entities: A thing with distinct and independent existence.

Hence, (b) is the most appropriate option.

84. (d); Look at the meaning of the given options:

Misinterpretation: A case of misunderstanding something or interpreting it incorrectly.

Bestowing: Confer or present an honour, right, or gift.

Utilizing: Make practical and effective use of something.

Misrepresentation: The action or offence of giving a false or misleading account of the nature of something.

Overusing: Use too much.

Hence, (d) is the most appropriate option.

85. (e); Here, the blank is followed by the object, hence, the blank cannot be filled with an auxiliary verb. Hence, (b) is not the correct option. Now the blank should be filled with relative pronoun, hence either 'who' or 'which' can be the correct option. Now, since the 'coverage network' is a thing, hence the blank should be filled with 'which'. Hence, (e) is the most appropriate option.

86. (c); Look at the meaning of the given options:

Alleviation: To make (pain, for example) less intense or more bearable.

Imitate: Take or follow as a model.

Mitigate: Make (something bad) less severe, serious, or painful.

Litigate: Resort to legal action to settle a matter

In: Inside a container, place, or area, or surrounded or closed off by something.

Hence, (c) is the most appropriate option.

87. (d); Since the sentence is in present, therefore 'was' and 'were' cannot be the answer. Now the usage of 'those' suggests that the blank should be filled with a plural verb. Hence, either 'are' or 'aren't' is the correct option but the usage of '..less than...' already makes the sense of the sentence negative. Therefore 'aren't' is superfluous. Hence 'are' is the correct answer. Hence, (d) is the most appropriate option.

88. (b); Look at the meaning of the given options:

Flexible: Able to be easily modified to respond to altered circumstances.

Cumbersome: Large or heavy and therefore difficult to carry or use

Elementary: Relating to the rudiments of a subject.

Cinching: Secure (a garment) with a belt.

Cakewalk: An easy task.

Hence, (b) is the most appropriate option.

89. (a); Look at the meaning of the given options:

Status quo: The existing state of affairs

Ad hoc: Created or done for a particular purpose as necessary.

Inter alia: Among other things

Pro rata: proportional.

De facto : in fact, whether by right or not.

Hence, (a) is the most appropriate option.

90. (d); 'Among' is used for choices that involve more than two items/people, whereas, 'between' is used for choices involving two items. Hence, (d) is the most appropriate option.

91. (d); 'Evidence' which means 'the available body of facts or information indicating whether a belief or proposition is true or valid.' is the correct option. Look at the meaning of the other options.

Display: Put (something) in a prominent place in order that it may readily be seen.

Support: Bear all or part of the weight of; hold up.

Confirm : Establish the truth or correctness of

Reveal : Make (previously unknown or secret information) known to others

92. (e); 'Dominated' which means 'have power and influence over something' is the correct option. Look at the meaning of the other options.

Commanded: Give an authoritative or peremptory order.

hanged: Suspended from above with the lower part dangling free.

Over: Extending directly upwards from.

Signified: The meaning or idea expressed by a sign

Overlooked: Fail to notice.

93. (c); 'Tricky' which means 'requiring care and skill because difficult or awkward' is the correct option. Look at the meaning of the other options.

Delicate : Very fine in texture or structure

Devious : Showing a skilful use of underhand tactics to achieve goals.

Cunning: Having or showing skill in achieving one's ends by deceit or evasion

Knotty: Extremely difficult or complex.

94. (d); 'Revolves' which means 'move in a circle on a central axis' is the correct option. Look at the meaning of the other options.

Spins: Turn or whirl round quickly

Encircles: Form a circle around

Travels: Move, in a constant or predictable way.

Circle: Move all the way around.

Even though (d) and (e) are similar in meaning yet the subject is 'success' which is singular, hence verb used should also be singular. Hence, (d) is the most appropriate option.

95. (d); 'Negotiate' which means 'obtain or bring about by discussion' is the correct option. Look at the meaning of the other options.

Surmount: Overcome a difficulty or obstacle.

Arrange: Organize or make plans for a future event.

Transact: Conduct or carry out

Overcome: Succeed in dealing with a problem or difficulty.

96. (c); 'assess' which means 'evaluate or estimate the nature, ability, or quality of something' is the correct option. Look at the meaning of the other options.

Judge: Form an opinion or conclusion about.

Determine : Cause (something) to occur in a particular way or to have a particular nature.

Calculate: Intend (an action) to have a particular effect.

Analyse: Examine (something) methodically and in detail

97. (a); 'remain' which means 'continue to exist' is the correct option. Look at the meaning of the other options.

Last: Continue for a specified period of time.

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Undone: Not done or finished.

Left: Remaining

Residual: Remaining after the greater part or quantity has gone.

As you can see, 'remain' and 'left' are similar in meaning, but the antecedence of 'to' makes the usage of 'left' inapt. Since, V1 is used after 'to'.

98. (b); 'overreach' which means 'try to do more than is possible.' is the correct option. Look at the meaning of the other options.

Disappoint: Fail to fulfil the hopes or expectations of.

Circumvent: Find a way around an obstacle .

Escape: Break free from confinement or control.

Entrap: Catch in or as in a trap.

99. (a); 'flatter' which means " is the correct option. Look at the meaning of the other options.

Become: begin to be.

Please: Cause to feel happy and satisfied.

Humor: adapt or accommodate oneself to something.

Enhance: intensify, increase, or further improve the quality, value, or extent of something.

- 100.(a); 'fit' which means 'of a suitable quality, standard, or type to meet the required purpose.' is the correct option. Look at the meaning of the other options.

Material: Significant; important.

Pertinent: Relevant or applicable to a particular matter

Applicable: Relevant or applicable to a particular matter

Proper: Genuine.

- 101.(b); 'involves' which means 'have or include (something) as a necessary or integral part or result.' is the correct option. Look at the meaning of the other options.

Draws: Gently pull or guide (someone) in a specified direction.

Brings: Cause someone or something to be in a particular state or condition.

Relates: Make or show a connection between

Covers: Extend over

102.(c); 'concerns' which means 'regard it as important to do something.' is the correct option. Look at the meaning of the other options.

Worries: feel or cause to feel anxious or troubled about actual or potential problems

Suggestions: an idea or plan put forward for consideration.

Examples: a thing characteristic of its kind or illustrating a general rule.

Issues: an important topic or problem for debate or discussion

103.(a); 'counts' which means 'take into account' is the correct option. Look at the meaning of the other options.

Ensures: make certain that (something) will occur or be the case

Provides: make available for use

104.(d); 'diminished' which means 'made smaller or less.' is the correct option. Look at the meaning of the other options.

Mitigates: Make less severe, serious, or painful.

Lessen: make or become less

Though 'diminish' and 'lessen' are similar in meaning yet the 'diminish' is the correct option because the blank should be filled with an 'adjective' and not a verb.

105.(c); 'enacted ' which means 'put into practice' is the correct option. Look at the meaning of the other options.

Approved: Officially agree to or accept as satisfactory

Stating: Express something definitely

106.(e); 'national ' which means 'common to a whole nation.' is the correct option as it goes with the meaning of the paragraph. Look at the meaning of the other options.

Global: Relating to the whole world

Overall: Taking everything into account.

Domestic: Relating to the running of a home or to family relations.

107.(c); 'increases' which means 'make greater in size, amount, or degree.' is the correct option here the author states a fact which should be expressed in present indefinite tense. again note that the subject here is 'difference' which is singular hence singular verb should be used. Hence, (c) is the correct option.

108.(b); 'faced' which means 'confront and deal with' is the correct option. Look at the meaning of the other options.

Confronted: face up to and deal with (a problem or difficulty)

Sustained: continuing for an extended period or without interruption

Risk: a situation involving exposure to danger.

Challenged: used euphemistically to indicate that someone suffers disability in a specified respect

109.(d); 'variation' which means 'a different or distinct form or version of something.' is the correct option. Look at the meaning of the other options.

Gap: a space or interval

Distinction: a difference between similar things or people

Crack: a line on the surface of something along which it has split without breaking apart.

110.(c); 'distribution' which means 'sharing something out among a number of recipients' is the correct option. Look at the meaning of the other options.

Delivery: The action of delivering letters, parcels, or goods.

Allotment: A plot of land rented by an individual for growing vegetables or flowers.

Handling: Manage a situation or problem.

Dividing: Separate or be separated into parts.

111.(c); 'low' which means 'below average in amount, extent, or intensity' is the correct option. Look at the meaning of the other options.

Titanic: Of exceptional strength

Mega: Very large; huge

Vast: Of very great extent or quantity

Epic : Heroic or grand in scale or character

112.(a); 'lauding ' which means 'praise highly' is the correct option. Look at the meaning of the other options.

Cheering : Give comfort or support to.

Applauding : Show approval or praise by clapping.

Celebrating : Publicly acknowledge

Saluting : Make a formal salute to.

113.(e); 'attention ' which means 'notice taken of someone or something ' is the correct option. Look at the meaning of the other options.

Observation: A statement based on something one has seen, heard, or noticed.

Recognition: The action or process of recognizing or being recognized.

Investigation: The action of investigating something or someone.

Ministration: The provision of assistance or care.

114.(c); 'causes ' which means 'make (something, especially something bad) happen ' is the correct option. Look at the meaning of the other options.

Leads: Be in charge or command of

Requires: Need for a particular purpose

Calls: An order or request for someone to be present.

115.(b); 'overlook' which means 'ignore' is the correct option. Look at the meaning of the other options.

Excuse: a reason or explanation given to justify a fault or offence.

Disregard: pay no attention to; ignore.

Command: give an authoritative or peremptory order.

116.(a); 'empowered ' which means 'give someone the authority or power to do something' is the correct option. Look at the meaning of the other options.

Qualified: Officially recognized as being trained to perform a particular job

Sanctioned: Give official permission or approval for (an action).

Certified: attest or confirm in a formal statement.

Enabled: give (someone) the authority or means to do something

117.(d); 'supported' which means 'give assistance to' is the correct option.

Look at the meaning of the other options.

Carried: Support and move (someone or something) from one place to another

Encouraged: Give support, confidence, or hope to someone.

Maintained: Financed with public money.

118.(e); 'common' which means 'occurring, found, or done often ' is the correct option. Look at the meaning of the other options.

Average: Having qualities that are seen as typical of a particular person, group, or thing.

Low: Below average in amount, extent, or intensity.

Simple: Easily understood or done

119.(d); 'irritant ' which means 'a thing that is continually annoying or distracting' is the correct option. Look at the meaning of the other options.

Hassle: Irritating inconvenience

Advantage: Put in a favourable or superior position.

Pain: Highly unpleasant physical sensation caused by illness or injury.

Hurdle: A problem or difficulty that must be overcome.

120.(a); 'fixed ' which means 'predetermined and not able to be changed.' is the correct option. Look at the meaning of the other options.

Decided: Having clear opinions

Agreed: Having clear opinions

Rigid: Unable to bend or be forced out of shape

Established: Having existed or done something for a long time and therefore recognized and generally accepted.

- 121.(e); 'psychological ' which means 'of, affecting, or arising in the mind' is the correct option. Look at the meaning of the other options.  
Scientific: Based on or characterized by the methods and principles of science.  
Financial: Relating to finance.  
Medical: Relating to the science or practice of medicine.  
Political: Relating to the science or practice of politics .
- 122.(e); 'lingering ' which means 'lasting for a long time or slow to end.' is the correct option. Look at the meaning of the other options.  
Wandering: Travelling aimlessly from place to place  
Resisting: Withstand the action or effect of.  
Gossiping: Engage in gossip.
- 123.(c); 'aggression ' which means 'the action of attacking without provocation' is the correct option. Look at the meaning of the other options.  
Prestige: Widespread respect and admiration felt for someone or something on the basis of a perception of their achievements or quality.  
Control: The power to influence or direct people's behaviour or the course of events.  
Affection: A gentle feeling of fondness or liking.  
Proud: Feeling deep pleasure or satisfaction as a result of one's own achievements
- 124.(e); 'delay' which means 'make (someone or something) late or slow' is the correct option. Look at the meaning of the other options.  
Power: The ability or capacity to do something  
Insecurity: Uncertainty or anxiety about oneself ; lack of confidence.  
Politicians: A person who is professionally involved in politics
- 125.(c); 'undertaking ' which means 'a formal promise to do something. ' is the correct option. Look at the meaning of the other options.

Decisions: A conclusion or resolution reached after consideration.

Assignments: A task or piece of work allocated to someone as part of a job or course of study.

Undertaking: a formal pledge or promise to do something.

Projects: an individual or collaborative enterprise that is carefully planned to achieve a particular aim.

126.(e); 'approval ' which means 'the action of approving something ' is the correct option. Look at the meaning of the other options.

Meeting: An assembly of people for a particular purpose

Opinion: A view or judgement formed about something, not necessarily based on fact or knowledge.

Stamp: Bring down (one's foot) heavily on the ground

Appreciation: Recognition and enjoyment of the good qualities of someone or something

127.(a); 'unfortunate' which means 'regrettable or inappropriate' is the correct option. Look at the meaning of the other options.

Uneasy: Causing or feeling anxiety

Proposed: Put forward (a plan or suggestion) for consideration

Reluctant: Unwilling and hesitant; disinclined

Pushed: Move forward by using force

128.(b); 'safety ' which means 'the condition of being protected from danger, risk, or injury' is the correct option. Look at the meaning of the other options.

Assistance: the action of helping someone by sharing work

Monopoly: the exclusive possession or control of the supply of or trade in a commodity or service.

Autonomy: the right or condition of self-government

129.(c); 'unanimous' which means 'fully in agreement' is the correct option. Look at the meaning of the other options.

Comprehensive : Including or dealing with all or nearly all elements or aspects of something.

Beneficial: Favourable or advantageous

Profitable: Beneficial; useful

Successful: Accomplishing a desired aim or result

130.(e); 'prerogative' which means 'a right or privilege exclusive to a particular individual or class' is the correct option. Look at the meaning of the other options.

Facility: A place, amenity, or piece of equipment provided for a particular purpose.

Trick: A cunning act or scheme intended to deceive or outwit someone.

Sanction: A threatened penalty for disobeying a law or rule.

131.(d); 'unusual' which means 'unconventional and slightly strange ' is the correct option. Look at the meaning of the other options.

Strange: Difficult to understand or explain

Singular: Exceptionally good or great

Marked: Clearly noticeable

Accustomed: Customary; usual

132.(b); 'agent ' which means 'a person or thing that takes an active role or produces a specified effect.' is the correct option. Look at the meaning of the other options.

Envoy: A messenger or representative, especially one on a diplomatic mission.

Author: A writer of a book.

Artist: A person who creates paintings or drawings as a profession or hobby.

Epic: An exceptionally long and arduous task or activity.

133.(a); 'yet ' which means 'still; even' and is used to emphasize increase or repetition, is the correct option.

134.(e); 'more' is the correct option.

135.(a); 'several ' which means 'more than two but not many' is the correct option. Look at the meaning of the other options.

Diverse: Showing a great deal of variety

Particular: Used to single out an individual member of a specified group or class

Few: A small number of.

Little: small in size, amount, or degree

136.(c); 'same ' which means 'identical ' is the correct option. Look at the meaning of the other options.

Similar: Having a resemblance in appearance

Different: Distinct; separate

Less: A smaller amount of

More: A greater or additional amount or degree

137.(b); 'able ' which means 'having the power, skill, means, or opportunity to do something ' is the correct option. Look at the meaning of the other options.

Unable: Lacking the skill

Inadequate: Lacking the quality or quantity required

Unfit: Not of the necessary quality

Incompetent: Not having or showing the necessary skills to do something successfully.

138.(a); 'provide ' which means 'make available for use ' is the correct option. Look at the meaning of the other options.

Produce : Make or manufacture from components or raw materials.

Bear: Support; carry the weight of.

Plan: A detailed proposal for doing or achieving something.

Arrange: Put (things) in a neat, attractive, or required order.

139.(d); 'serious ' which means 'demanding or characterized by careful consideration or application' is the correct option. Look at the meaning of the other options.

Important: Of great significance or value

Sincere: Saying what they genuinely feel or believe

Major: Important, serious, or significant.

Vital: Absolutely necessary

140.(a); ‘recent’ which means ‘belonging to a past period comparatively close to the present’ is the correct option. Look at the meaning of the other options.

**Late:** Doing something or taking place after the expected, proper, or usual time.

**Modern:** Relating to the present or recent times as opposed to the remote past.

**Immediate:** Occurring or done at once; instant

**Up-to-date:** Incorporating the latest developments and trends.

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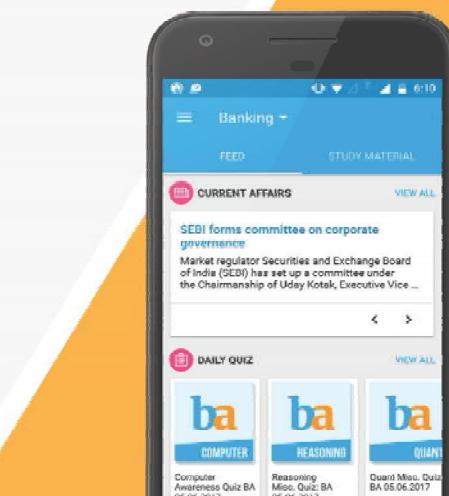


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*Chapter*

18

Fillers

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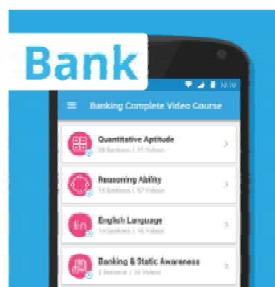
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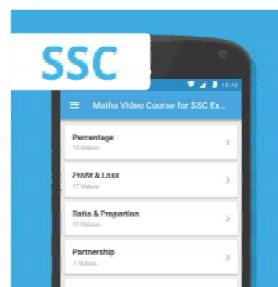
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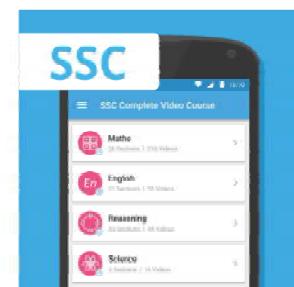
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**Chapter  
18**

# Fillers

## Fill in the Blanks

How to solve fill in the blank. Questions –

These are the following steps to be followed .

Step 1: Read the statements carefully and first try to fill the missing word without looking at the options.

Step 2: Do check the tense i.e. present tense, past tense or future tense in the sentence provided.

Second check for the tense of answer provided in option.

Step 3: Choose the word from the options.

That best replace the word that you had thought of initially.

Note: you must ensure that the word inserted in the blank enables you to read the sentence smoothly and correctly

Step 4: Check whether the sentence actually makes sense or not.

### Points to remember

1. To be able to solve such question correctly. You must have a very good vocabulary.

Ex. The villagers \_\_\_\_\_ the death of their leader by keeping all the shops closed.

- |               |               |
|---------------|---------------|
| (a) announced | (b) protested |
| (c) mourned   | (d) consoled  |

Ans.: (c)

Shops were closed by villagers on the death of their leader which shows their feeling of sadness.

Ex. Man is \_\_\_\_\_, however he is more in need of mental companionship than of physical companionship.

- |                |                |              |
|----------------|----------------|--------------|
| (a) biological | (b) physical   | (c) egoistic |
| (d) Gregarious | (e) democratic |              |

Companionship indicate togetherness so only option (d) Gregarious fits here.

2. Do check noun, pronoun, adverb, adjective, preposition, conjunction etc.

Ex. We met \_\_\_\_\_the party.



Ans.(b) 'at'

Ex. We all are very indignant \_\_\_\_\_ the injustice done to him.



Ans.(d) 'at'

### 3. Double Blanks

Ex. You \_\_\_\_\_ have thanked him for his \_\_\_\_\_ help.

- |                  |            |                  |         |
|------------------|------------|------------------|---------|
| (a) must .....   | Negligible | (b) would .....  | Needful |
| (c) should ..... | Timely     | (d) better ..... | Immense |
| (e) often .....  | Great      |                  |         |

Ans. (c); The option 'must', 'would', 'should', 'better', 'often' all are model verbs and (a) & (c) could be possibilities but keeping in mind the second blank we select the option accordingly. Now understand the context of question. Negligible cannot be a possibility so we will eliminate it.

Now option (E) cannot be considered for its first option similarly D & B can not be considered. So the left out option is C.

## 4. Phrasal Verb

Ex. Once he has signed the agreement, he won't be able to \_\_\_\_\_.

- (a) back out      (b) back at      (c) back in      (d) back up

Sol. (a); Back out – to retreat

## 5. Conjunction

Ex. He will not work \_\_\_\_\_ he is compelled



Ans. (d); unless

## 6. Idioms

Ex. Take this medicine and you will get rid \_\_\_\_\_ this disease.

Ans. (b); of (get rid of – to dispense with)

In above these kind of questions your knowledge and understanding of common idioms & phrases in English language may be tested. Hence be sure to have such good skill of such phrases.

7. Try to determine the tone of the missing word – whether the required word is positive or negative in the meaning.

Ex. \_\_\_\_\_ to popular belief that red meat makes human aggressive, scientist have found that it actually has a calming effect.

- (a) sticking              (b) Similarly              (c) opposite              (d) Contrary

Sol. On examining the sentence carefully it would be found that the blank needs a word that makes the first statements opposite to second.

Hence only (c) & (d) satisfies this condition. But contrary fits more correct than opposite, so ans is (d)

8. In case you are confused between two or more options you can also apply the hit and trial method – one by one place each of the likely options in place of missing word in the sentence. The option which credits maximum meaning to the sentence should be the correct answer.

Ex. Our rich culture inspires us to take \_\_\_\_\_ in our heritage

- (a) prided              (b) proudly              (c) pride              (d) proud

Ans. (c) pride

Ex. After initial set back, all \_\_\_\_\_ programmes were successful due to the initiative of the new dynamic team.

- (a) consequent              (b) subsequently  
(c) consequently              (d) subsequent

Ans. (d) Subsequent

Ex. The car broke down and we \_\_\_\_\_ get a taxi.

- (a) were to              (b) are to              (c) had to              (d) have to

Ans. (c) 'had to'

## Exercise

## I. Single Fillers





23. The \_\_\_\_\_ weather patterns of the tropical island meant tourists had to carry both umbrellas and sunglasses.

(a) impertinent      (b) supplicant      (c) preeminent  
(d) illustrative      (e) kaleidoscopic

24. Wedding ceremonies often include the exchange of \_\_\_\_\_ rings to symbolize the couple's promises to each other.

(a) hirsute      (b) acrimonious      (c) plaintive  
(d) deciduous      (e) votive

25. Kym was \_\_\_\_\_ in choosing her friends, so her parties were attended by vastly different and sometimes bizarre personalities.

(a) indispensable      (b) indiscriminate      (c) commensurate  
(d) propulsive      (e) indisputable

26. Phillip's \_\_\_\_\_ tone endeared him to his comical friends, but irritated his serious father.

(a) aloof      (b) jesting      (c) grave  
(d) earnest      (e) conservative

27. Brian's pale Irish skin was \_\_\_\_\_ to burn if he spent too much time in the sun.

(a) prone      (b) urbaneq      (c) eminent  
(d) erect      (e) daunted

28. A fan of historical fiction, Joline is now reading a novel about slavery in the \_\_\_\_\_ South.

(a) decorous      (b) rogue      (c) droll  
(d) antebellum      (e) onerous

29. Over the years the Wilsons slowly \_\_\_\_\_ upon the Jacksons' property, moving the stone markers that divided their lots farther and farther onto the Jacksons' land.

(a) encroached      (b) jettisoned      (c) conjoined  
(d) repudiated      (e) teemed

30. Mary became \_\_\_\_\_ at typing because she practiced every day for six months.





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45. Kendrick's talent \_\_\_\_\_ under the tutelage of Anya Kowalonek, who as a young woman had been the most accomplished pianist in her native Lithuania.



46. The children were \_\_\_\_\_ by the seemingly nonsensical clues until Kinan pointed out that the messages were in code.



47. As the \_\_\_\_\_ in Romeo and Juliet, Romeo is a hero able to capture the audience's sympathy by continually professing his love for Juliet.



48. The chess master promised to \_\_\_\_\_ havoc upon his opponent's pawns for taking his bishop.



49. I have always admired Seymour's \_\_\_\_\_; I've never seen him rattled by anything.



50. The soldiers received a military \_\_\_\_\_ to inspect all their vehicles before travelling.

- |                 |              |               |
|-----------------|--------------|---------------|
| (a) allotment   | (b) dominion | (c) affection |
| (d) calculation | (e) mandate  |               |

## II. Double Fillers

Directions: The Following questions have two blanks, each blank indicating that something has been omitted. Choose the set of words for each blank that best fits the meaning of the sentence as a whole.

1. It is a \_\_\_\_\_ phase in this country's history when the government at the Centre is seen to be actively assisting in a right-wing effort to \_\_\_\_\_ the discourse on nationalism.





12. If we study the lives of great men we are \_\_\_\_\_ that we too can achieve greatness and, when we die, leave behind our \_\_\_\_\_.

- |                          |                           |
|--------------------------|---------------------------|
| (a) Convinced, children  | (b) Reminded, footmarks   |
| (c) Conveyed, followers  | (d) Commanded, belongings |
| (e) Proclaimed, Memories |                           |

13. Surely it is important to increase public investment to \_\_\_\_\_ the investment climate, particularly when the global environment is and exports are declining.

- (a) Refresh, delicate
  - (b) Re-establish, weak
  - (c) Freshen, shaky
  - (d) Stimulate, insecure
  - (e) Revive, fragile

14. As everybody is \_\_\_\_\_ attached to his motherland it is difficult to find a man who is \_\_\_\_\_ of love for his motherland.



15. Students should be \_\_\_\_\_ to realize that the real goods of life are spiritual, love of things of the spirit and \_\_\_\_\_ of their fellow man.

- (a) Made, service
  - (b) Allowed, needs
  - (c) Believed, service
  - (d) Made, devotion
  - (e) Professed, involvement

16. No one wants to pay \_\_\_\_\_ in taxes and everyone  
\_\_\_\_\_ more and better public services.



17. Although religion does not \_\_\_\_\_ the acquisition of wealth, the tenor or its teaching is to \_\_\_\_\_ an attitude of indifference of worldly things.



23. Unless the authorities adopt the principle \_\_\_\_\_ strategies cannot become \_\_\_\_\_.  
 (a) Whole-heartedly, successful      (b) Finally, obsolete  
 (c) Fully, defunct                        (d) Legitimately, noteworthy  
 (e) Logically, trivial
24. Trying to \_\_\_\_\_ a team without a good and simple system is like trying to drive a car without a steering wheel \_\_\_\_\_.  
 (a) Form, working                        (b) Place, exploratory  
 (c) Organize, empowering                (d) Make, guidance  
 (e) Achieve, developmental
25. Increasing the price of urea is \_\_\_\_\_ not only to contain the subsidy but also to \_\_\_\_\_ balanced nutrient intake.  
 (a) Chief, advance                        (b) Main, forward  
 (c) Major, sell                            (d) Critical, stimulate  
 (e) Important, promote
26. \_\_\_\_\_ members of a group often \_\_\_\_\_ influence the outcome of a consensus forecast.  
 (a) Fixed, exert                            (b) Majority, rightly  
 (c) Oral, legitimately                    (d) Minority, inadvertently  
 (e) Dominant, unduly
27. Transforming \_\_\_\_\_ bureaucracies into dynamic, this task of customer-driven organizations is \_\_\_\_\_ under prevailing circumstances.  
 (a) Ideal, important                        (b) Lazy, undesirable  
 (c) Inefficient, challenging             (d) Civilised, ineffective  
 (e) Lethargic, insurmountable
28. Whenever the going gets tough and their \_\_\_\_\_ is on wane, it is customary for our Prime ministers to allege that conspiracies are being hatched to \_\_\_\_\_ their governments.  
 (a) Acceptance, stabilize                (b) Prevalence, loosen  
 (c) Popularity, destabilize             (d) Acclaim, weaken  
 (e) Prevalence, stabilize

29. India \_\_\_\_\_ show the world how to conduct its affairs- by \_\_\_\_\_ dissent and giving it scope to thrive.

- (a) can, throwing
  - (b) Must, held
  - (c) Began, keeping
  - (d) Willing, knocking
  - (e) Ought to, Managing

30. The counter clerk was very busy and \_\_\_\_\_ not pay  
\_\_\_\_\_ to Sameer's request.

- (a) Can, help
  - (b) Could, cooperation
  - (c) Had, cash
  - (d) Did, attention
  - (e) Certainly, acceptance

31. Scientific assessments after mining \_\_\_\_\_ have documented significant improvements in water quality and \_\_\_\_\_ in silt load levels in the Bhadra river.

- (a) Ceased, reduction
  - (b) Stayed, degradation
  - (c) Ceased, depletion
  - (d) Assisted, completion
  - (e) Helped, continuation

32. He was initially                  at the suggestion but was soon  
                                 it himself.

- (a) Anger, rejecting
  - (b) Shocked, advocating
  - (c) Impressed, negating
  - (d) Thrilled, propagating
  - (e) Suspicious, trusting

33. Affirmative action is imperative for the \_\_\_\_\_ of the underprivileged and the historically \_\_\_\_\_.

- (a) Improve, forward
  - (b) Brighten, backward
  - (c) Discourage, ahead
  - (d) Depress, reward
  - (e) Uplift, backward

34. Shalini was not \_\_\_\_\_ by criticism and paid no \_\_\_\_\_ even when her best friend talked against her.

- (a) Bothered, attention
  - (b) Troubled, brained
  - (c) Threatened, warning
  - (d) Deterred, heed
  - (e) Shaken, indication

35. It is in the \_\_\_\_\_ of democratic politics for ambitious politicians to use \_\_\_\_\_ to climb up the ladder of power.
- (a) Personality, feeling
  - (b) Temper, sentiment
  - (c) Make-up, feeling
  - (d) Character, reaction
  - (e) Nature, emotions
36. She was \_\_\_\_\_ because all her plan had gone \_\_\_\_\_.
- (a) Happy, selected
  - (b) Dejected, splendidly
  - (c) Distraught, awry
  - (d) Frustrated, magnificently
  - (e) Rejected, beautifully
37. He preaches liberal views but in practice, he is not \_\_\_\_\_ he is \_\_\_\_\_ narrow minded than almost any other person.
- (a) Tough, openly
  - (b) Tolerant, more
  - (c) Ambitious, hardly
  - (d) Acceptable, genuinely
  - (e) Approachable, less
38. \_\_\_\_\_ of crops was due to continuous \_\_\_\_\_.
- (a) Loss, draught
  - (b) Ruin, draft
  - (c) Failure, drought
  - (d) Depreciation, drift
  - (e) Non-yielding, dryness
39. Changes in building technology and materials in recent years have made it \_\_\_\_\_ to build slender towers that are \_\_\_\_\_ the tallest in the world.
- (a) Feasible, between
  - (b) Practicable, for
  - (c) Attainable, with
  - (d) Realizable, among
  - (e) Possible, among
40. Ravi \_\_\_\_\_ a bit \_\_\_\_\_ he was not invited by his friend to attend the party.
- (a) Annoyed, before
  - (b) Angered, since
  - (c) Expressed, than
  - (d) Grumbled, when
  - (e) Surprised, about



47. Scientific imagination is a specific intellectual power that is \_\_\_\_\_ in every population that has learned to be \_\_\_\_\_ about the mechanisms governing the physical world.

- (a) Encouraged, wary
  - (b) Evoked, self-deprecatory
  - (c) Latent, curious
  - (d) Growing, self-possessed
  - (e) Language, diffident

48. In diplomatic \_\_\_\_\_ the \_\_\_\_\_ sought by one government from another to the name of a proposed ambassador is known as an 'agreement'.

- (a) Dealing, understandings
  - (b) Parlance, condition
  - (c) Language, interpretation
  - (d) Circles, permission
  - (e) Channels, condition

49. Camille Pissarro, eldest of France's great impressionist \_\_\_\_\_ that included Monet, Manet, Renoir and Degas was the movement's\_\_\_\_\_ and its saint.

- (a) Cabal, dosen
  - (b) Sodality, gadfly
  - (c) Entity, defector
  - (d) Hierarchy, patriarch
  - (e) Brotherhood, demon

50. Even as \_\_\_\_\_ machines free men from drudgery, they  
\_\_\_\_\_ displace men from jobs.

- (a) Automated, simultaneously
  - (b) Robotlike, unwillingly
  - (c) Animated, ineluctably
  - (d) Accelerated, seemingly
  - (e) Antiquate, understandably

### III. Three Fillers

Directions (1-20): In each of the following sentences there are blank spaces. Below each sentence there are five set of words denoted by the numbers (a), (b), (c), (d) and (e). Find out which set of words can be filled up in the blanks in the sentence in the same sequence to make it grammatically correct.

1. The Supreme Court's seven-judge constitution bench gave the \_\_\_\_\_ in this case while \_\_\_\_\_ the validity of the Bihar ordinance which was re-promulgated seven times since 1989 by the state government to \_\_\_\_\_ certain benefits on Sanskrit teachers.
- (a) award, inspecting, withdraw (b) charge, observing, annul  
(c) take, overlooking, abrogate (d) verdict, examining, confer  
(e) call, interrogating, rescind
2. The Constituent Assembly debates leave no manner of doubt that the said power ought not to be exercised merely to \_\_\_\_\_ a failure to muster support in the legislature. The satisfaction of the president at the time of the promulgation of an ordinance is within the \_\_\_\_\_ of judicial review. The government will have to \_\_\_\_\_ the Court about whether the satisfaction for re-promulgation was based on some relevant material.
- (a) dodge, cognizance, tantalize (b) comply, misconception, quench  
(c) circumvent, purview, satisfy (d) elude, understanding, pique  
(e) confront, understanding, satiate
3. The practice becomes unacceptable when it degenerates into an "ordinance raj", where ordinances are \_\_\_\_\_ brought before the legislature but are re-issued again and again, \_\_\_\_\_ the spirit of the Constitution. The court's verdict has to be seen as placing a vital check on what has until now been a power \_\_\_\_\_ abused by the executive.
- (a) infrequently, rebelling, profusely  
(b) seldom, violating, rampantly  
(c) often, complying, sparsely  
(d) occasionally, consecrating, bridledly  
(e) sporadically, deferring, profusely
4. The temptation to use the power vested in the President and the Governors under Articles 123 and 213 of the Constitution is generally a result of one of the following three reasons: \_\_\_\_\_ to face the legislature on particular issues, fear of \_\_\_\_\_ in the Upper House where the government may lack the required numbers, and the need

- to overcome an impasse in the legislature caused by repeated and willful \_\_\_\_\_ by a vociferous section of the Opposition.
- (a) reticence, winning , dislocation
  - (b) willingness, losing, disturbance
  - (c) unwillingness, trouncing, calmness
  - (d) eagerness, overthrown, disturbance
  - (e) reluctance, defeat, disruption
5. Strong words are no substitute for action, however, and the strategic partnership that India \_\_\_\_\_ with the UAE must be based on clarity and concrete measures. This should include a crackdown on the shadowy businesses owned by Dawood Ibrahim as well as more steps to \_\_\_\_\_ terror financing of the Taliban and groups in Pakistan and Afghanistan; such money is often routed through \_\_\_\_\_ remittances from the UAE.
- (a) anticipate, release, emigrant (b) envisions, curb, expatriate
  - (c) ignore, constraint, repatriate (d) envisage, latitude, deportee
  - (e) conceive, constraint, indigenous
6. Amidst the rising pile of non-performing assets in government-owned banks, willful defaulters were said to be responsible for around 77,000 crore of bad debts by last July, but the Kingfisher baron has emerged as the poster boy of the problem. Therefore the flurry of action on his bad loans, however belated, could help counter perceptions of a \_\_\_\_\_ approach towards the well-heeled. Breaking the banker-borrower nexus is just as critical for \_\_\_\_\_ public money as is acting against corrupt administrators, but a timely and transparent system is needed to \_\_\_\_\_ that bankers don't turn wary of extending credit at the slightest hint of risk.
- (a) passive, safeguarding, ensure (b) insurgent , armoring, enfeeble
  - (c) acquiescent, attacking, assure (d) unresistant , assaulting, assure
  - (e) contrary, protecting, secure

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7. It takes singular skill and a certain ruthlessness, however, to make capital of the smallest advantages, and Federer and Serena, and to a marginally \_\_\_\_\_ extent Nadal and Venus, did precisely that. Federer, who missed six months last year with an injury, knew he could not allow Nadal time and space. With his opponent looking in excellent physical condition, Federer could not \_\_\_\_\_ to be drawn into long, bruising rallies; he had to dictate the \_\_\_\_\_ of play.

- (a) minute, reject, pace
  - (b) auxiliary, sustain, chance
  - (c) larger, manage, pace
  - (d) lower, refuse, cadence
  - (e) lesser, afford, tempo

8. The collision of the Hubli-Bengaluru City Hampi Express with a goods train that left 25 people dead, for instance, was caused by \_\_\_\_\_ of staff. The Kakodkar committee on railway safety found that out of 441 derailments it \_\_\_\_\_, only about 15% were the result of \_\_\_\_\_, while the majority were caused by factors completely under the control of the railway administration.

- (a) compliance, examined, vandalism
  - (b) failure, analysed, sabotage
  - (c) fault, agglomerated , disruption
  - (d) carelessness, inspected, loyalty
  - (e) achievement, evaluated, destruction

9. India's Railways serves the \_\_\_\_\_ function of providing travel access to millions, and, as Mahatma Gandhi wrote in his article 'Third Class in Indian Railways', have the \_\_\_\_\_ of making it equitable and comfortable. It must also be safe. The Railway Ministry is \_\_\_\_\_ a major safety initiative, the Rashtriya Rail SanrakshaKosh, with a non-lapsable corpus of Rs.1,19,183 crore.

- (a) lethargic, obligatory, chasing
  - (b) important, liability, shunning
  - (c) vital, responsibility, pursuing
  - (d) essential, irresponsibility, following
  - (e) indispensable, duty, eschewing

10. While bilateral ties have been \_\_\_\_\_ for decades, the defence and security partnership is clearly the new driver for ties between the two governments; the signing of the strategic partnership agreement was the highlight of the UAE leader's visit. The \_\_\_\_\_ of this partnership are now being set: joint military exercises, joint manufacturing and purchase of equipment and spare parts from India, as well as \_\_\_\_\_ on fighting terror.

- (a) strong, outline, division
- (b) frail, profile, collaboration
- (c) vigorous, configuration, contention
- (d) sturdy, affection, synergy
- (e) robust, contours, cooperation

11. Despite \_\_\_\_\_ interest in the putative benefits of free trade and globalization in the West amid a \_\_\_\_\_ in economic nationalist leaders, demand for trade liberalization persists in the Asia-Pacific. Though there are no other multilateral arrangements \_\_\_\_\_ to the complexity of nontariff provisions included in the TPP, two arrangements are notable for at least including a comparably large collection of economies.

- (a) declining, disappear, ambitious
- (b) fading, rise, apathetic
- (c) burgeoning, deteriorate, yearning
- (d) waning, surge, aspiring
- (e) flourishing, rush, desiring

12. It is said in the budget that \_\_\_\_\_ changes would be made in the law to bring down prices of essential drugs and health equipments. Production of generic drugs would be \_\_\_\_\_. Budget talks about opening new AIIMS also. However, these provisions are not sufficient. People lose their savings and whatever \_\_\_\_\_ they have for treatment of their near and dear ones.

- (a) Dispensable, stimulated, money
- (b) Imperative, dissuaded, possessions
- (c) Requisite, encouraged, assets



- (c) Concurring, determining, existing  
(d) Duplicate, annihilate, concerning  
(e) Avowal, setting up, associating
16. Mr. Trump could either fight back or make peace. Two days after Mr. Flynn's resignation, he has signaled both. He attacked the intelligence agencies on Twitter on Wednesday, while the White House \_\_\_\_\_ that the promised détente with Russia was over. But Mr. Flynn has set in motion a process that is unlikely to be controlled by a seemingly \_\_\_\_\_ administration like Mr. Trump's. With chaos engulfing his government, Mr. Trump will be forced to \_\_\_\_\_.  
(a) Imply, efficient, submit  
(b) Denoted, ability, acquiesces  
(c) Abrogated, ineptitude, comply  
(d) Indicated, incompetent, conform  
(e) Refute, Inadequacy, agree
17. It has often chosen to play \_\_\_\_\_ moral guardian rather than \_\_\_\_\_ films by content and letting audiences make \_\_\_\_\_ decisions.  
(a) smile, tangling, authentic  
(b) staring , distorting, genuine  
(c) glowering , labeling, informed  
(d) pleasing, confusing, enlightened  
(e) orthodox, producing, sophisticated
18. At home, while security forces deserve \_\_\_\_\_ for limiting the Pathankot air base attack, many questions need to be \_\_\_\_\_ about the state of \_\_\_\_\_ along the Punjab-Pakistan border.  
(a) condemnation, replied, peril (b) praise, acknowledged, security  
(c) blame, replied ,danger (d) censure, answered, insecurity  
(e) credit, rebutted, chaos

19. Its surprise result in Bihar where it \_\_\_\_\_ itself to regional players and \_\_\_\_\_ a windfall holds out a \_\_\_\_\_.  
 (a) begrimed, doubted , stencil  
 (b) dirty, be surprised, stencil  
 (c) sublimated , gained, template  
 (d) polluted, be amazed, prototype  
 (e) rewired, produced, cynosure.
20. Consider innovations like the India Stack which \_\_\_\_\_ Aadhaar authentication, e-KYC, esign, Digital Locker and UPI\_\_\_\_\_ mobile payments to \_\_\_\_\_ cashless, paperless and presence-less transactions.  
 (a) part, improbable, impart  
 (b) dissolve, impractical, pledge  
 (c) detach, disconnect, yield  
 (d) combines , interoperable, provide  
 (e) consists, easy, issue

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## Solutions

### I. Single Fillers

1. (c); Ravenous means extremely hungry.
2. (a); Vulgarity means offensive speech or conduct.
3. (b); Magisterial means overbearing or offensively self-assured.
4. (c); Punctual means arriving exactly on time.
5. (b); To provoke is to incite anger or resentment; to call forth a feeling or action.
6. (c); To scintillate means to emit or send forth sparks or little flashes of light, creating a shimmering effect; to sparkle.
7. (d); To necessitate means to make necessary, especially as a result.
8. (c); To abet means to assist, encourage, urge, or aid, usually an act of wrongdoing.
9. (d); Prolific means abundantly creative.
10. (c); Galling means irritating, annoying, or exasperating.
11. (c); To abdicate means to formally relinquish or surrender power, office, or responsibility.
12. (d); Volition means accord; an act or exercise of will.
13. (a); Malodorous means having a foul-smelling odor.
14. (e); Fetid means having a foul or offensive odor, putrid.
15. (e); Irreverent means lacking respect or seriousness; not reverent.
16. (b); Keen means being extremely sensitive or responsive; having strength of perception.
17. (b); Nefarious means wicked, vicious, or evil.
18. (a); Maudlin means excessively and weakly sentimental or tearfully emotional.
19. (d); Complicit means participating in or associated with a questionable act or a crime.
20. (a); Subversion means an overthrow, as from the foundation.

21. (b); Malevolence means ill will or malice toward others; hate.
22. (b); Usury is the lending of money at exorbitant interest rates.
23. (e); Kaleidoscopic means continually changing or quickly shifting.
24. (e); Votive means dedicated by a vow.
25. (b); Indiscriminate means not discriminating or choosing.  
17. b. Nefarious (adj.) means wicked, vicious, or evil.
26. (b); Jesting means characterized by making jests; joking; playful.
27. (a); Prone means a tendency or inclination to something.
28. (d); Antebellum means belonging to the period before a war, especially the American Civil War.
29. (a); To encroach means to gradually or stealthily take the rights or possessions of another; to advance beyond proper or formal limits; trespass.
30. (a); Proficient means well versed in any business or branch of learning; adept.
31. (b); To probe is to examine thoroughly; tentatively survey.
32. (a); Jovial means showing hearty good cheer; marked with the spirit of jolly merriment.
33. (c); Invulnerable means incapable of being damaged or wounded; unassailable or invincible.
34. (e); Judicious means being wise or prudent; showing good judgment; sensible.
35. (b); Flagrant means conspicuously and outrageously bad, offensive, or reprehensible.
36. (c); Malignant means disposed to cause distress or inflict suffering intentionally; inclining to produce death; an injurious infiltration.
37. (c); Apocryphal means of questionable authenticity or doubtful authority; fictitious, false.
38. (e); To procrastinate is to put off from day to day.
39. (d); Tacit means unspoken yet understood.

40. (b); Apogee means the highest or farthest point, culmination; the point in its orbit where a satellite is at the greatest distance from the body it is orbiting.
41. (b); Jubilant means rejoicing; expressing joyfulness; exulting.
42. (d); Fawning means attempting to win favor or attention by excessive flattery, ingratiating displays of affection, or servile compliance; obsequious.
43. (d); Travesty means a parody; a grotesque imitation with the intent to ridicule.
44. (a); Mottled means blotched or spotted with different colors or shades.
45. (c); To flourish is to be in a state of high productivity, excellence, or influence; to grow luxuriously, thrive; to fare well, prosper, increase in wealth, honor, comfort or whatever is desirable; to make bold, sweeping movements.
46. (e); To flummox is to confuse, perplex, bewilder.
47. (a); A protagonist is the main character in a drama.
48. (a); To wreak means to inflict, as a revenge or punishment.
49. (a);aplomb is self-assurance, composure, poise, especially under strain.
50. (e); Mandate is a command or authoritative instruction.

## II. Double Fillers

1. (d); 'Dangerous, shape' is the correct use.

DANGEROUS : Liable to harm.

RESTRUCTURE : To provide with a new structure.

SHAPE: To take up a stance or set oneself to perform a particular action.

2. (e); 'Fight, recover' is the correct use.

RECOVER : To regain or make up for.

3. (a); 'Decide, towards' is the correct use.

4. (e); 'Formed, code' is the correct use.

Form: To Combine to create.

Code: A system of words, letters, figures, or symbols used to represent others.

5. (b); 'Satisfied, added' is the correct use.

6. (c); 'Information, invading' is the correct use.

INFORMATION: A collection of facts from which conclusions can be drawn.

INVADE: To enter in large numbers, especially with intrusive effect.

7. (d); 'Threatened, turned' is the correct use.

TURN DOWN: To Refuse to accept

8. (d); 'Reforms, stagnant' is the correct use.

REFORMS: To make changes for improvement.

STAGNANT: Dull and sluggish.

9. (e); 'Sustain, scant' is the correct use.

SUSTAIN: To supply with necessities and support.

SCANT: Less than the correct amount.

10. (a); 'Written, can' is the correct use.

Since the first part of the sentence is in passive voice therefore past participle of 'write' i.e. 'WRITTEN' would be used.

For the second part, since the sentence is in present tense therefore present form of the modal will be used.

11. (a); 'Started, filled' is the correct use.

12. (b); 'Reminded, footmarks' is the correct use.

REMINDED: To take note of something.

FOOTMARK: Sign of presence.

13. (e); 'Revive, fragile' is the correct use.

REVIVE: To give new strength or energy to.

FRAGILE: Not strong or sturdy.

14. (e); 'Deeply, devoid' is the correct use.

DEVOID: Entirely lacking.

15. (d); 'Made, devotion' is the correct use.

DEVOTION: Love, loyalty, or enthusiasm for a person.

16. (c); 'More, wants' is the correct use.

MORE is used for countable nouns whereas MUCH modifies uncountable noun.

17. (b); 'Inhibit, induce' is the correct use

INHIBIT: To hinder, restrain, or prevent.

INDUCE: To bring about or give rise to.

18. (b); 'Prevails, vital' is the correct use.

PREVAIL: Prove more powerful or superior.

VITAL: Essential.

19. (e); 'Increases, demand' is the correct use.

20. (e); 'Irrevocable, consequences' is the correct use.

Irrevocable: Not able to be changed, reversed, or recovered.

Consequences: A result or effect.

21. (b); 'Covers, aimed' is the correct use.

COVERS: Extend over (an area).

AIM: To have the intention of achieving.

22. (a); 'Continue, target' is the correct use.

TARGET: To select as an object of attention.

23. (a); 'Whole-heartedly, successful' is the correct use.

WHOLE-HEARTEDLY: Fully or completely sincere.

SUCCESSFUL: Accomplishing a desired aim.

24. (a); 'Form, working' is the correct use.

25. (e); 'Important, promote' is the correct use.

PROMOTE: To support or actively encourage.

26. (e); 'Dominant, unduly' is the correct use.

Dominant: having power and influence over others.

Unduly: to an unwarranted degree

27. (c); 'Inefficient, challenging' is the correct use.

Inefficient: lacking productivity

Challenging: testing one's abilities

28. (c); 'Popularity, destabilize' is the correct use.

Destabilize: To upset the stability of something.

29. (e); 'Ought to, Managing' is the correct use.

Ought to is used to predict something which is fairly likely to occur whereas Must is used when there is some sort of compulsion.

30. (d); 'Did, attention' is the correct use.

Since the sentence is in past tense, therefore past auxiliary verb (DID) will be used.

**ATTENTION:** Notice taken of someone or something.

31. (a); 'Ceased, reduction' is the correct use.

Cease: come or bring to an end.

Reduction: the action of making something smaller or less in amount, degree, or size.

32. (b); 'Shocked, advocating' is the correct use.

Shock: to feel surprised and upset.

Advocating: To support or recommend publically.

33. (e); 'Uplift, backward' is the correct use.

Uplift: TO elevate (someone) morally or spiritually.

Backward: Having made less progress than is normal or expected.

34. (a); 'Bothered, attention' is the correct use.

Bothered: Worry, disturb, or upset.

Attention: Notice taken of someone or something.

35. (e); 'Nature, emotions' is the correct use.

Nature: The basic or inherent features, character, or qualities of something.

Emotion: A strong feeling deriving from one's circumstances, mood, or relationships with others.

36. (c); 'Distraught, awry' is the correct use.  
Distraught: Worried and upset.  
Awry: Not in the expected course.
37. (b); 'Tolerant, more' is the correct use.  
Tolerant: Showing willingness to allow the existence of opinions or behaviour that one does not necessarily agree with.
38. (c); 'Failure, drought' is the correct use.  
Drought: A prolonged period of abnormally low rainfall, leading to a shortage of water.
39. (e); 'Possible, among' is the correct use.  
Among is used to introduce prepositional phrase containing two singulars or plurals.  
Between is used to introduce prepositional phrase containing more than two singulars or plurals.
40. (d); 'Grumbled, when' is the correct use.  
Grumbled: Complain about something in a bad-tempered way.
41. (b); 'Adaptable, reflected in' is the correct use.  
Adaptable: Able to adjust to new conditions.  
Reflected in: Represent (something) in an appropriate way.
42. (c); 'Determined, undertake' is the correct use.  
Determined: To decide firmly  
Undertake: To Commit oneself to and begin (an enterprise or responsibility)
43. (d); 'Time, embrace' is the correct use.  
Embrace: An act of accepting something willingly or enthusiastically.
44. (d); 'Progressively, increasingly' is the correct use.  
Progressively: To move towards better conditions.
45. (e); 'Vacillating, irresponsible' is the correct use.  
Vacillating: To be indecisive.  
Irresponsible: Not showing a proper sense of responsibility.

46. (a); 'Disappointed, quite' is the correct use.

Disappointed: Saddened

Quite: To a certain or fairly significant extent

47. (c); 'Latent, curious' is the correct use.

Latent: Existing but not yet developed

Curious: To be eager to know or learn something.

48. (b); 'Parlance, condition' is the correct use.

Parlance: A particular way of speaking or using words,

Condition: A situation that must exist before something else is possible or permitted.

49. (d); 'Hierarchy, patriarch' is the correct use.

Hierarchy: a system in which members of an organization or society are ranked according to relative status or authority.

Patriarch: the male head of a family or tribe.

50. (b); 'Robotlike, unwillingly' is the correct use.

Robotlike: Resembling a robot.

Unwillingly: Not ready, eager, or prepared to do something.

### III. Three Fillers

1. (d); Verdict- a decision on an issue of fact in a civil or criminal case or an inquest.

Examining- inspect (someone or something) thoroughly in order to determine their nature or condition.

Confer- grant (a title, degree, benefit, or right).

2. (c); Circumvent- deceive; outwit.

Purview- the scope of the influence or concerns of something.

Satisfy- meet the expectations, needs, or desires of (someone).

3. (b); Seldom- not often; rarely.

Violating- break or fail to comply with (a rule or formal agreement).

Rampantly- Extending unchecked; unrestrained

4. (e); Reluctance- unwillingness or disinclination to do something.  
Defeat- reject or block (a motion or proposal).  
Disruption- disturbance or problems which interrupt an event, activity, or process.
5. (b); Envisions- imagine as a future possibility; visualize.  
Curb- a check or restraint on something.  
Expatriate- send (a person or money) abroad.
6. (a); Passive- accepting or allowing what happens or what others do, without active response or resistance.  
Safeguarding- protect from harm or damage with an appropriate measure.  
Ensure- make certain that (something) will occur or be the case.
7. (e); Tempo means the rate or speed of motion or activity.
8. (b); Sabotage means deliberately destroy, damage, or obstruct (something), especially for political or military advantage.
9. (c); Pursuing means following or chasing (someone or something).
10. (e); Contour means an outline representing or bounding the shape or form of something. Robust means strong and healthy; vigorous.
11. (d); Waning means (of a state or feeling) decreasing in vigour or extent; becoming weaker.
12. (c); Option (c) is true.  
Requisite means which is necessary or required.  
Superfluous means redundant, surplus
13. (e); Option (e) is true.  
Annihilate means to destroy.
14. (b); Option (b) is true.  
Detriment means any harm or damage.  
Abate means to diminish.
15. (a); Option (a) is true.  
Pertaining means to be appropriate

16. (d); Option (d) is true.

Refute means disapprove.

Abrogate means to evade.

17. (c); 'glowering , labeling, informed' fits the blank perfectly.

Glowering means have an angry or sullen look on one's face; scowl.

18. (b); "praise, acknowledged, security" , fits the blanks most appropriately and is the correct choice.

19. (c); "sublimated , gained, template" , fits the blanks most appropriately.

Sublimated means (in psychoanalytic theory) divert or modify (an instinctual impulse) into a culturally higher or socially more acceptable activity.

20. (d); "combines , interoperable, provide" , fits the blanks most perfectly.

Interoperable means (of computer systems or software) able to exchange and make use of information.

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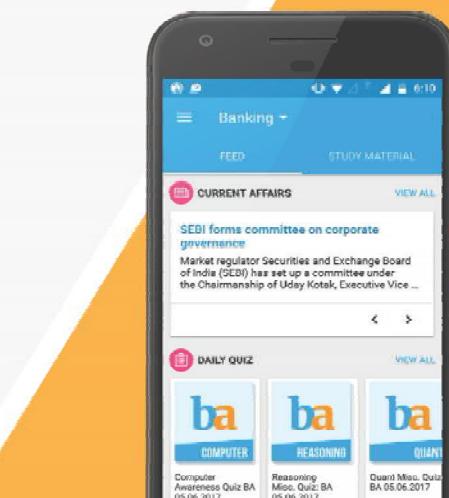


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# Bank English Language

*Chapter*

19

Sentence  
Rearrangement

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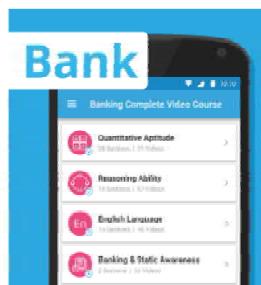
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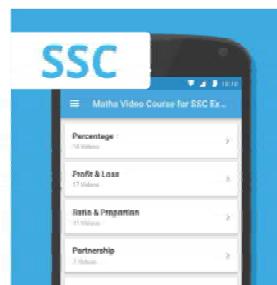
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# Sentence Rearrangement

## Sentence rearrangement

Sentence rearrangement or parajumbles are one of the trickiest sections to attempt in English Section. It is a difficult and time consuming question asked in banking exams and other competitive exams. It consists of a group of jumbled up sentences. The goal is to rearrange the sentences in the original sequence. One sentence rearrangement question is usually followed by 5 questions and that means if your arrangement is right, your score increases by 5 marks. Here we are providing you with some simple tips that can save your valuable time and help you solve these questions quickly.

1. Just scan all the sentences, try to get the feel of what the passage is about. If you get the tone of the paragraph then it becomes easy for you to guess the opening and closing sentence.
2. Try to find out the first sentence. If you can see any chronological order in the given paragraph, then it is easy to solve that question. You should try to find out the linkage how the events occur in the paragraph. If you are able to find out the last sequence then it will also help you in coming to the right sequence of paragraph.
3. Generally the first sentence will introduce the theme of the paragraph and will not begin with a conjunction like because, so, but etc.
4. Questions where first and last sequence is given, can be solved quite easily. Just try to find out the sentence which has the linkage to the first sequence's event. Eliminate all those options of whom you have found the order.
5. Finding linkage between parts is more important in these questions in order to make the paragraph more meaningful. The things that are going to help you in these type of questions is only your command over vocabulary, your knowledge of English grammer, preposition, conjunctions, etc. There are some transition words that can help you

in identifying the links among the sentences, simultaneously, hence, besides etc.

Look out for:

Relative pronouns (who, whom, whose, which, that)

Demonstrative pronouns (this, that, these, those)

Personal Pronouns (he, she, it, him, her, you, they)

If a sentence has these pronouns, make a note of it and scan the paragraph again for the original person, place or object that it refers to.

## 6. Look for cause and effect.

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

## 7. After you are finished with the rearrangement, check it again and make sure that it is coherent and makes sense.

## 8. Article based approach - Indefinite articles (a, an) introduces new and general ideas and definite article (the) points out towards already explained idea. A sentence with definite article (the) can not be the first sentence of the paragraph.

## 9. Acronym based approach - If two sentences are given and in the first sentence full form is given, i.e. World Trade Organization and if in the second sentence short form is given i.e. WTO. Then the sentence with full form will come first in the paragraph.

Some more tips

1. Practice as much as you can of these questions to make yourself more familiar with these type of questions. Never think that these

questions are easy but you can do them with a bit of practice if you have a little command over English.

2. Focus on improving your skills. Read more books, more articles on internet, editorials in the newspaper. Good reading skills will not only help you in these questions. It will also be very helpful when you solve Double fillers, Comprehension and cloze Test.
3. Practice!! Practice!! Practice!!

Just to make it more clear. Here is an example

- A. Hence, the meal that is taken in the morning is breakfast.
- B. The word originated from the fact that after dinner, we don't eat the whole night and this is a long time for the body to go without food.
- C. During day time, we keep on eating and munching after every 3-4 hours.
- D. People often ask as to why breakfast is important.
- E. But the duration between dinner and breakfast is pretty long, sometimes may be equivalent to a fast.
- F. The answer lies in the word 'breakfast' itself.

Steps: Scan all the sentences, you get the main theme. It's about Breakfast and the origin of the word.

Now, what can be the opening sentence?

From all the sentences

First sentence can't be the opening sentence as it has a Linking word "HENCE"

Second sentence can't be the opening sentence as it has THE. "THE" as an article, here is used to refer to something.

Third sentence also has a transition word "DURING"

Fifth sentence has a transition word "BUT"

Sixth sentence is not giving the sense of an opening sentence.

Therefore, D is the most apt opening sentence.

What can be the closing sentence?

By just scanning all the sentences, the sentences which are giving the feel of closing sentences are F and A.

Don't get confused, we will get our last sentence with the help of elimination.

D is linked to F as there is a link. A question is asked and answer is given. Here A gets eliminated so the probable last sentence is going to be F. F is linked to B as it is giving the explanation to the answer.

As we said look out for transition words But and Hence, To get the theme right, C is linked to E with the help of "But" and then E is linked to A with the help of.

Hence, the correct sequence is: DFBCEA

### Exercise

Direction (1-5); Rearrange the following six sentences (A), (B), (C), (D) and (E) in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- (A) During his long political career, he has built good relationships with a number of Indian political leaders.
- (B) During his stints as Home Minister and later as Foreign Minister, he enjoyed a reputation of being both decisive and pragmatic.
- (C) In ideological terms, he has moved far from his early days as a Naxalite leader during the 1970s when he was in prison for nearly 14 years.
- (D) Following the advent of multi-party democracy in Nepal in 1990, he emerged as one of the young leaders of the Communist Party of Nepal (Unified Marxist-Leninist).
- (E) Mr. Oli is no stranger to India.
1. Which of the following sentences should be the SECOND after rearrangement?  
(a) A                    (b) C                    (c) E                    (d) B                    (e) D
  2. Which of the following sentences should be the FOURTH after rearrangement?  
(a) A                    (b) D                    (c) E                    (d) B                    (e) C

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3. Which of the following sentences should be the FIFTH after rearrangement?  
(a) A                    (b) D                    (c) C                    (d) E                    (e) B
4. Which of the following sentences should be the FIRST after rearrangement?  
(a) B                    (b) D                    (c) A                    (d) C                    (e) E
5. Which of the following sentences should be the THIRD after rearrangement?  
(a) A                    (b) B                    (c) C                    (d) E                    (e) D

Direction (6-10); Rearrange the following six sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- (A) Whenever an incident such as Rohith Vemula's suicide occupies centre stage, politicians vociferously claim that they are committed to eliminating caste-based prejudice.
- (B) Calling for a new Act will not solve the problem; policymakers first need to show some integrity in their actions.
- (C) But at the same time they politicise the issue and use the issue to criticise their opponents.
- (D) This sets a dangerous precedent. We can't eliminate caste-based prejudice until we depoliticise caste.
- (E) While the value of eliminating identity-based prejudice is upheld in speeches by politicians, actions don't reflect this value.
- (F) They also continue to give in to the agitations of different castes across India demanding reservation without analysing the socio-economic implications.

6. Which of the following would be the FIRST sentence after rearrangement?  
(a) G                    (b) B                    (c) E                    (d) C                    (e) A
7. Which of the following would be the SECOND sentence after rearrangement?  
(a) A                    (b) C                    (c) E                    (d) F                    (e) B

8. Which of the following would be the THIRD sentence after rearrangement?  
(a) A                   (b) B                   (c) D                   (d) E                   (e) C
9. Which of the following would be the FOURTH sentence after rearrangement?  
(a) C                   (b) E                   (c) D                   (d) B                   (e) F
10. Which of the following would be the SIXTH sentence after rearrangement?  
(a) B                   (b) A                   (c) C                   (d) F                   (e) E

Direction (11-15); Rearrange the following six sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- (A) Meaningful discussions and debates have become a thing of the past.  
(B) In some instances, ordinances are issued.  
(C) It is a matter of grave concern that successive parliamentary sessions have turned out to be slugfests between the government and the Opposition on inconsequential issues.  
(D) It is always a game of one-upmanship. Disruptions take place for days together and at the end of the session, some bills are passed hurriedly without any substantial discussion.  
(E) Hopefully this Budget session will be different and parliamentarians will conduct themselves in a manner expected of them.  
(F) Even before the Parliament session commences, the direction in which it is headed becomes obvious.

11. Which of the following sentences should be the SECOND after rearrangement?  
(a) A                   (b) C                   (c) F                   (d) B                   (e) D
12. Which of the following sentences should be the FOURTH after rearrangement?  
(a) A                   (b) D                   (c) E                   (d) B                   (e) C

13. Which of the following sentences should be the FIFTH after rearrangement?  
(a) A                    (b) D                    (c) C                    (d) E                    (e) B
14. Which of the following sentences should be the FIRST after rearrangement?  
(a) B                    (b) F                    (c) A                    (d) C                    (e) E
15. Which of the following sentences should be the THIRD after rearrangement?  
(a) A                    (b) B                    (c) D                    (d) F                    (e) C
- Directions (16-20): Rearrange the following sentences (A), (B), (C), (D), (E), (F) and (G) in the proper sequence to form a meaningful paragraph, then answer the questions given below them.
- (A) One of the reasons for declining oil prices is the advance made over the last few years with respect to oil production, especially in the U.S.
- (B) Today, many fear that the world economy is on the edge of another recession.
- (C) This has adversely affected a number of emerging economies, which are suppliers of commodities or are closely linked to the Chinese production networks.
- (D) The world economy is so hard to predict. In 2008, as the global financial markets plunged into a crisis, high oil prices were considered to be one of the factors that caused it.
- (E) China's economy is projected to grow at 6.3 per cent in 2016, its slowest growth in 25 years. A slowing China has far less appetite for oil and other commodities.
- (F) Guess what is high up there on the list of its contributing reasons: low oil prices. The price of crude oil remained mostly above \$100 per barrel for almost three years from 2011 onwards, but declined sharply during the second half of 2014, settling at around \$50 per barrel for a good part of 2015.