Para Jumbles Intro

https://www.facebook.com/events/400334623724651/

Parajumble are regular participants in CAT and other management entrance tests. In CAT they appear in Type In The Answer format, in which you need to type the entire sequence. NO MCQ in CAT for past 3 years and trend will continue.

XAT and other exams give us MCQ or options. So today's class will be a mix of option based and TITA format.

Rules: as always  
1) pleaes maintain decorum  
2) ask your doubts in relevant posts and please do not do that in a separate posts  
3) ask doubts   
4) enjoy the session

[#PJ3](https://www.facebook.com/hashtag/pj3?source=feed_text&story_id=400541073704006) entrance question time 2 mins

A There was nothing quite like a heavy downpour of rain to make life worthwhile.  
B. We reached the field, soaked to the skin, and surrounded it.  
C. The wet, as far as he was concerned, was ideal.  
D. There, sure enough, stood Claudius, looking like a debauched Roman emperor under a shower.

[#PJans](https://www.facebook.com/hashtag/pjans?source=feed_text) BDCA

B. We reached the field, soaked to the skin, and surrounded it.  
[ the start of the Story ..the author talks of an old event.. ]  
D. There, sure enough, stood Claudius, looking like a debauched Roman emperor under a shower.  
[ THERE is the link to FIELD.. and introduction of the main characted ..]   
C. The wet, as far as he was concerned, was ideal.  
[ He ..means Claudius.. he was standing in rain because he thought it is IDEAL.. but why ]  
A There was nothing quite like a heavy downpour of rain to make life worthwhile.  
[ THis is why it was IDEAL]

[#PJ4](https://www.facebook.com/hashtag/pj4?source=feed_text)  
Remember people, Para jumble is a paragraph at its core.   
A paragraph is about how an idea starts and how it proceeds down the line.   
If we want to become good at PJ, we need to FOCUS on IDEAS FLOW.  
Mandatory pairs are just a TOOL. not the foundation of PJ. IF you can find the flow then you will get the answer.   
let us now get into the anatomy of PJ

[#PJ7](https://www.facebook.com/hashtag/pj7?source=feed_text)

How Not To Solve a Paragraph Jumble  
----------------------------------------------------------------------  
Since there is time constraint we should NEVER read the sentences again and again without identifying the connections between the sentences. CAT test setters generally pickup sentences from newspaper articles, books or magazines and hence each sentence has a link to another. Hence it is absolutely necessary to identify the links between sentences.

How Definitely Not To Solve a Paragraph Jumble  
\_-----------------------------------------------------------  
Second mistake a CAT aspirant can commit is to try and paragraph jumble as per the sequence given in the options. Since the options are very close, one can get confused easily and in turn lose precious time. So we should NEVER read the para-jumble using all the options provided. It is a trap and one should AVOID it.

How DEFINITELY to solve Paragraph jumble  
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The proven technique or strategy to solve is to identify the links between the sentences and arrive at a coherent paragraph. To identify the links we need to identify the keywords. One effective way is to identify MANDATORY PAIRS.

So let us understand what all mandatory pairs are there and how we can identify them.

REMEMBER IDENTIFY THE STORY. that should be your focus

[#PJ8](https://www.facebook.com/hashtag/pj8?source=feed_text&story_id=400555677035879)

1. Noun.. Pronoun Link  
Generally the paragraph jumble will mention a noun first and then use pronouns to point at it. So we need to simply identify those sentence pair that does that

For instance:  
A. He was carrying his jacket and walked with his head thrown back.  
B. As Anette neared the lamp she saw a figure walking slowly.  
C. For a while Michael walked on and she followed twenty paces behind.  
D. With a mixture of terror and triumph of recognition she slackened her pace.

[#PJans](https://www.facebook.com/hashtag/pjans?source=feed_text)

Solution: Since B mentions that Anette saw a figure. So that makes B the first statement. Next is D as she has recognized the figure. And in C the name of the figure is mentioned. . Now read A. It says that HE was carrying his jacket. who HE ? Michael

[#PJ9](https://www.facebook.com/hashtag/pj9?source=feed_text&story_id=400559053702208) level : EASY Time 1 minute

A. The Director walked into the room and took a look around the class.  
B. Mitch wanted to scream—the illogicality of the entire scene struck him as dumb.  
C. The managers stared at him with the look of fear that no democratic country should tolerate in its people.  
D. Mitch walked out of the room—it was his irrevocable protest against an insensible and insensitive situation.

. A. The Director walked into the room and took a look around the class.  
C. The managers stared at him with the look of fear that no democratic country should tolerate in its people.  
[ him here refers to the DIRECTOR. the IDEA is that when the Director entered the room and surveyed it, the managers (his juniors) were terrified of him .. as in a DICTATOR had walked in ]  
B. Mitch wanted to scream—the illogicality of the entire   
scene struck him as dumb.  
[ this shows reaction to the entire scene of the managers getting afraid of the Director entering the room ]  
D. Mitch walked out of the room—it was his irrevocable protest against an insensible and insensitive situation.  
[ this is the result of B .. Mitch WANTED to scream but could not ..so what did he do ? he WALKED OUT as PROTEST ]

[#PJ10](https://www.facebook.com/hashtag/pj10?source=feed_text)

2. Chronology/ Time reference  
Many a times there is a logical/ time bound event chain present in the paragraph jumble. It could be a series of events, steps etc. We can identify the beginning /start of the event and then find the next event and so on.

Look at this and answer : 2 mins

For instance:   
A. Four days later, Oracle announced its own bid for PeopleSoft, and invited the firm’s board to a discussion.  
B. Furious that his own plans had been endangered, PeopleSoft’s boss, Craig Conway, called Oracle’s offer “diabolical”, and its boss, Larry Ellison, a “sociopath”.  
C. In early June, PeopleSoft said that it would buy J.D. Edwards, a smaller rival.  
D. Moreover, said Mr. Conway, “he could imagine no price nor combination of price and other conditions to recommend accepting the offer.”  
E. On June 12th, PeopleSoft turned Oracle down.

[#PJ10Ans](https://www.facebook.com/hashtag/pj10ans?source=feed_text&story_id=400564263701687) CABDE

Solution: First sentence is C as it shows the first event in EARLY JUNE, when PeopleSoft announced its plan. Next sentence is A as FOUR DAYS LATER, ORACLE announced ITS OWN plan. B shows that the plan made PeopleSoft boss unhappy. He said something and in next sentence D added by saying MOREOVER. Then on 12th JUNE PeopleSoft turned down the offer.

[#PJ11](https://www.facebook.com/hashtag/pj11?source=feed_text)  
Remember folks, a paragraph jumble is a complete idea. So a line can never restart an idea in the middle of the passage/ PJ. If it does, probably you are on incorrect path.   
Secondly if you get 2 sentences that look like openers then they will come at extreme ends.

[#PJ12](https://www.facebook.com/hashtag/pj12?source=feed_text&story_id=400568673701246)  
Parts of speech can HELP us understand the flow of the idea  
1) we have already seen noun pronoun link

2) THIS THAT THOSE are also pronouns. so if they are mentioned then there should be something they point to. if there is nothing in the sentence they point to ( in which they are written) then look for a previous link

This idea is good .. ( which idea ?) [so cannot be start]

3) ARTICLES .. we always use THE for something specific .. so if I mention

The idea is good.   
so which idea am I talking about ? nothing mentioned.. this look for a previous link

but

THE idea to hold online classes is good. ... .is a complete sentence since it shows which idea I am talking about

4) COMPARATIVE ADJECTIVES..if I mention comparative adjective then I need some base.

for example

Priya is prettier. { can this sentence hold on its own. NO. prettier than ???? }

so look for the person being compared.   
So   
Priya is prettier than Katrina ...looks complete

3. Parts of Speech  
Parts of speech such as conjunctions, adjectives and pronouns can also be used to identify the links between sentences.

For instance  
A. To avoid this, the QWERTY layout put the keys most likely to be hit in rapid succession on opposite sides. This made the keyboard slow, the story goes, but that was the idea.  
B. A different layout, which had been patented by August Dvorak in 1936, was shown to be much faster.  
C. The QWERTY design (patented by Christopher Sholes in 1868 and sold to Remington in 1873) aimed to solve a mechanical problem of early typewriters.  
D. Yet the Dvorak layout has never been widely adopted, even though (with electric typewriters and then PCs) the anti-jamming rationale for QWERTY has been defunct for years.  
E. When certain combinations of keys were struck quickly, the type bars often jammed.

Solution: C mentions a problem that the qwerty keyboard aimed to solve. E explains the problem in details. A mentions that to avoid THIS [i.e. Type bars often jammed]. Qwerty provided a SLOW but sure way. B tells that a faster [in comparison to QWERTY] keyboard was built. D says that YET [despite the faster keyboard designed by Dvorak] the DVORAK keyboard has not been adopted widely.

4. Obvious Openers  
Sometimes you may find that a sentence has no previous link and introduces the idea of the paragraph jumble. Such sentence can introduce a concept, be a definition, describe an event, or state an observation. In short, it will be the obvious opener of the paragraph.

time 2 minutes.

For instance  
A. Since then, intelligence tests have been mostly used to separate dull children in school from average or bright children, so that special education can be provided to the dull.  
B. In other words, intelligence tests give us a norm for each age.  
C. Intelligence is expressed as intelligence quotient, and tests are developed to indicate what an average child of a certain age can do: what a 5-year-old can answer, but a 4-year-old cannot, for instance.  
D. Binet developed the first set of such tests in the early 1900s to find out which children in school needed special attention.  
E. Intelligence can be measured by tests.

[#PJ13Ans](https://www.facebook.com/hashtag/pj13ans?source=feed_text&story_id=400575467033900) this is what I was referring to.

As you can see D says SUCH tests. That means either it should define what tests or a statement prior to it should define the tests as we use SUCH when we have mentioned beforehand something about the word. Since D does not mention that, some other statement should and hence D cannot be obvious openers. C looks attractive as an obvious opener as it says the intelligence is expressed as intelligence quotient and tests are developed.... Now for one moment let us consider this option. Then what about E which also introduces the idea that intelligence can be measured by tests? Since it does not have a word such as THUS, HENCE it cannot be conclusion it can be only at the start of the paragraph or not in the paragraph at all. That means E is START of the idea. Hence E is the obvious opener.

EDACB

E. Intelligence can be measured by tests.  
[ the start of the idea that Intelligence CAN be measured by tests]

D. Binet developed the first set of such tests in the early 1900s to find out which children in school needed special attention.

[ SUCH test refers to the ones mentioned in E and then D starts a chronology ,, tests were developed in 1900s]

A. Since then, intelligence tests have been mostly used to separate dull children in school from average or bright children, so that special education can be provided to the dull.

[ A shows that SINCE THEN.. Since when ?? ,,, 1900s. now TURN TO THE IDEA.. WHY have the tests have been used .. to SEPARATE Dull children from Average of Bright .. so what do you need to do this .. ?? dull from bright ]

C. Intelligence is expressed as intelligence quotient, and tests are developed to indicate what an average child of a certain age can do: what a 5-year-old can answer, but a 4-year-old cannot, for instance.

[ C SHOWS That we can separate dull from bright by USING INTELLIGENCE in the tests as INTELLIGENCE QUOTIENT.. then it explains what the test do .. they DEFINE what 4 year old is able to .. what 5 year is able to do .. so this means tests DEFINE A STANDARD behaviour of different age groups ]

B. In other words, intelligence tests give us a norm for each age.

B summarizes C by saying that IN OTHER WORDS, the tests give us NORM or STANDARD for EACH AGE ]

[#PJ14](https://www.facebook.com/hashtag/pj14?source=feed_text&story_id=400580453700068) last post. { I need to complete the class at 12. All of us are working on tight schedules }

5. 6 Sentence / First and Last Sentences Fixed  
These types are slightly better than 4,5 sentence paragraph jumbles as we already get an obvious opener and thus have idea of what the paragraph is saying. We need to strictly work on links. In the last sentence fixed paragraph jumble we look for sentence that matches the fixed last sentence.

For instance  
1. Commercially reared chicken can be unusually aggressive, and are often kept in darkened sheds to prevent from them pecking at each other.  
A. The birds spent far more of their time—up to a third—pecking at the inanimate objects in the pens, in contrast to birds in other pens which spent a lot of time attacking others.  
B. In low light conditions, they behave less belligerently, but are more prone to ophthalmic disorders and respiratory problems.  
C. In an experiment, aggressive head-pecking was all but eliminated among birds in the enriched environment.  
D. Altering the birds’ environment, by adding bales of wood-shavings to their pens, can work wonders.  
6. Bales could diminish aggressiveness and reduce injuries; they might even improve productivity, since a happy chicken is a productive chicken.

ANSWER : 1 BDCA 6

Solution: Sentence 1 tell us about a problem that chicken are aggressive and that they are kept in darkened shed to prevent them from pecking at each other. So we know that paragraph deals with a problem and a solution.   
Now B continues that by explaining that in low light condition [as a result of darkened sheds] chicken are less aggressive but face health problems. So we now find a sentence that solves this problem.   
D gives that solution by saying that bales can work wonders [for the health problems].   
Then C says that in an experiment aggressive head pecking was removed in the enriched environment [bales added to the environment].  
A then explains the findings of the experiment that birds spent far more time of their time in pecking at inanimate objects [that is how aggressive head pecking was all but eliminated]. And finally 6th concludes the result of the experiment.