**BELH0003\_2021-22\_SEM III\_MODULE 2:**

**JUMBLED PARAGRAPH**

**Jumbled paragraphs** (JP) are those paragraphs where the parts of sentences are disarranged or mixed up.

**Strategies to solve a JP-**

**1. Identification of the problem:**

The fundamental questions that one should identify while reading a JP are:

a) **What** (reference of the pronoun, main idea, author’s objective)

b) **Why** (incorrect option, sudden transition)

c) **When** (time of the event, chronology)

d) **Who** (identification of he, she, they, etc. in the paragraph)

**2. The beginning and the end:**

It refers to breaking down the paragraph based on its structure and then selecting the correct order in which the statements fit like a pair. You can have a look at the opening remarks and limit down the other choices for the first statement.

**Example**:

a. Likewise a study in overweight adolescent persons has found that merely a high-protein breakfast may have powerful effect. More protein food may reduce cravings and late night snacking and thus save from obesity.

b. Experts nowadays also believe that high protein intake may boost metabolism significantly helping burn more calories throughout the day.

c. Numerous studies show that eating a plenty of protein can help increase muscle mass and strength.

d. By increasing intake of protein in food people, therefore, tend to maintain bone mass better as they age and have a much lower risk of osteoporosis and fractures.

1. BADC **2. CDAB** 3. DACB 4. CDBA

**3. Comprehension of structure:**

Comprehending the structure helps in analysing a JP. Some of the common structures are:

a) General to a specific problem, case-based problem and its solution.

b) Cause and effect relationship.

c) An idea, its details, a contrasting idea.

d) Generalisation and its argument with examples etc.

**Example**:

a. While caste discrimination is banned, caste associations may be difficult to proscribe.

b. In these circumstances, caste rallies cannot be proscribed by judicial fiats, not because they are prone to misapplication but because the Constitution guarantees all forms of social associations.

c. However, it also protects against discrimination on the grounds of religion, creed, caste and gender.

d. This is a subtle distinction that needs to be kept in mind.

e. And in certain circumstances, positive caste discrimination in favour of historically disadvantaged groups is permitted too.

[1. bcdae, 2. bdcae, 3. **adbce**, 4. aecbd]

**4. Cue Words:**

The words that help in a smooth transition of ideas within the paragraph are mentioned here: also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly, consequently, hence, otherwise, subsequently, therefore, thus, as a rule, generally, for instance, for example, for one thing, above all, aside from, barring, besides, in other words, etc.

**Example**:

a. Passivity is not, of course, universal.

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

c. So indeed it may be on the fringe of the unsubmissive.

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

e. This depends on an assessment of the political situation.

[1. bedac, 2. cdabe, 3. edbac, 4. **abcde**]

5. **Chronology**:

It refers to a list which has a sequential arrangement. Dates, periods or events are helpful in analysing a JP. The sequencing hould be appropriate, e.g. before, after, later, when, etc. are the most apparent words one should look for.

**Exercise:**

a. To get a head start, early the next morning, the farmer started covering ground quickly because he wanted to get as much land as he could.

b. Late in the afternoon, he realised the condition he had to fulfil to get the area was to get back to the starting point by sundown.

c. Even though he was tired, he kept going all afternoon because he did not want to miss this once in a lifetime opportunity to gain more wealth.

d. There is a story about a wealthy who was once offered all the land he could walk on in a day, provided he comes back by sundown to the point where he started.

[a. dcab, b. cabd, c. **dacb**, d. dabc]

**Points to remember:**

a. We should go through the given sentences and comprehend the central idea of the paragraph.

b. The most convenient methods to solve a Jumbled Paragraph is to identify the opening statement and eliminate the options.

c. Another approach is to identify the mandatory pairs. There can be various ways in which two sentences are inter-connected.

d. The identification and elimination of irrelevant options are necessary. We can look after the examples, connecting words such as ‘hence’, ‘therefore’, ‘thus’ etc., and continuation of an Idea.

e. The next step is to identify the last statement. It should conclude the paragraph and must be logically connected to the entire article and should not be abrupt.