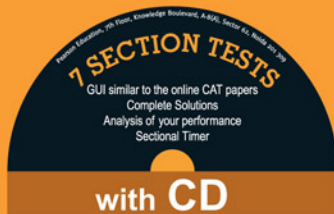


The Pearson Guide to  
Verbal Ability and  
Logical Reasoning  
for the **CAT**

Second Edition



Nishit K. Sinha

The Pearson Guide to

**Verbal Ability  
and  
Logical Reasoning  
for the  
CAT**

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Second Edition

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Nishit K. Sinha

**PEARSON**

Delhi • Chennai

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*To*

*Papa and Ma*

*Kumar Kalyan Prasad Sinha and Sanjila Sinha*

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# Preface to the Second Edition

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I am happy to present the second edition of *The Pearson Guide to Verbal Ability and Logical Reasoning for the CAT* to readers. Since 2011, when I wrote the first edition of this book, many changes have occurred in the CAT. To cater to the requirements of the new changed CAT pattern and other MBA examinations, I have brought the following changes in this edition:

**(A) Verbal Ability:**

- (i) New practice exercises in Para Jumble, where one statement is required to be eliminated
- (ii) A new chapter on Paragraph Completion
- (iii) A new chapter on Idioms and Phrases
- (iv) A new chapter on Frequently Used Vocabulary

**(B) Logical Reasoning:**

- (i) A new chapter on Team Selection has been added
- (ii) LR questions on three levels—Foundation, Moderate and Advanced—has been added

**(C) A new CD with similar Graphical User Interface (GUI) to online CAT pattern is provided with the same level of difficulty.**

I am sure you will enjoy learning through this book and it will be an enriching experience for all users.

I will appreciate feedback related to the book and I can be reached at my email id at: [nsinha.alexander@gmail.com](mailto:nsinha.alexander@gmail.com)

Happy Learning!

Nishit K. Sinha



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# Preface

The fact that there was no surprise element in CAT 2010 with respect to CAT 2009 was itself a surprise. Probably IIMs/CAT committee wanted to regain the ground that they might have lost during CAT 2009 online test glitches.

So everybody was expecting some changes in CAT pattern in 2011, and CAT committee obliged. The CAT changed again in 2011—with the introduction of (a) 2-section format instead of 3-section format and (b) sectional time limit. This is a welcome change as now the CAT is similar to other global exams like the GMAT and GRE. They also comprise only two sections and have sectional time limit.

This book covers everything that you need to prepare for the Verbal Ability and Logical Reasoning Section as per CAT 2011 pattern. Before we move ahead, let us see the cut-off percentile of different IIMs for CAT 2011 (for general category):

<i>S. No</i>	<i>IIM's</i>	<i>Overall score</i>	<i>QA/DI</i>	<i>VA/LR</i>
1	IIM-A	99	94	94
2	IIM-B	90	80	90
3	IIM-C	99.55	94.24	93.73
4	IIM-L	90	85	85
5	IIM-I	90	85	85
6	IIM Trichy	80	70	70
7	IIM Kashipur	75	70	70
8	IIM Udaipur	80	70	70
9	IIM Ranchi	90	70	70
10	IIM Shillong	***	65	65
11	IIM Kozhikode	85	55	55

\*\*\* Not given.

This book is distributed among six parts:

Part 1—Verbal Ability: This part of the book is dedicated to help you develop basics of grammar, vocabulary and usage of the same. There are ample practice questions.

Part 2—Verbal Reasoning: This part of the book is dedicated to reasoning based verbal questions. You will get introduced to types of questions, and then methods are elucidated with the help of example to develop problem solving approach. This part will cover Paragraph Jumbling, Critical Reasoning, Fact – Inference – Judgment inter alia.

Part 3—Reading Comprehension: In case of Reading Comprehension questions, a paragraph will be given followed by questions to be solved on the basis of information given in the paragraph. This part deals with identifying different types of questions and method to solve those. It also gives a new and unique way of dealing with Reading Comprehension, i.e., RC A Day—One RC passage to be solved in a day.

Part 4—Logical Reasoning: This part of the book deals with questions related with logic and reasoning. You will find detailed discussion on how to develop the skills required, solving these questions under the headings of particular chapter. I have also added new chapters like Blood Relation, Direction Decision Making and Series. This part also contains ‘LR A Day’—One LR set to be solved in a day.

Part 5—CAT Papers: This part is wholly dedicated to CAT questions of previous years. Solve these questions under time constraint and see where do you stand.

Part 6—Section Tests: This part of the book contains three Section Tests as per CAT 2011 pattern. Solve these questions and try to achieve minimum of net of 20 questions (net means, number of right answers – wrong answers).

Further to facilitate the online testing, a CD containing Section Tests is appended.

Though I have taken utmost care in preparing the manuscript and going through the subsequent proofs, there may be some error creped inside the book. Kindly mail me your valuable constructive advice on my email id: [nsinha.alexander@gmail.com](mailto:nsinha.alexander@gmail.com)

Nishit K. Sinha

# Acknowledgements

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This book bears imprint of many people—my colleagues, my students and my teachers who have had a significant impact on my thought process and have generously extended help whenever I needed.

I am thankful to my present organization for giving me sufficient time to work on this project.

I would like to thank my teachers—Mr Anoop Singhanian, Mr Vinay Singh, Mr M. K. Alam Bhutto, Mr Jairam Singh and Mr Arun Sharma.

I would also like to thank Mr Anil Kumar, Mr Saral Choudhary, Mr Sachin Goyal, Mr Shayank Bariar, Mr Manoj Kumar, Mr Parichay Shrestha, Mr Mohit Berry, Mr Sandeep Singh, Mr Siddharth Tripathi, Mr Tanzar Aftab, Mr Anup Singh, Mr Chandrabhal Rathod, Mr Abhishek Anand and of course Ma'am Parul Jaiswal for their valuable inputs.

My special thanks to my brothers—Ravi Shankar Prasad, Sharat Chandra Mayank, Amit Kumar and Vinit Kumar.

I extend heartfelt thanks to all my students, past and present, who have helped me to improve the content and for the presentation of the book and its new edition.

I would like to thank Pearson Editorial team for giving final shape to the book.

I may have forgotten some names here. I wish to express my gratitude towards all who have contributed in the making of this book.

Nishit K. Sinha

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# CAT Demystified

CAT stands for the Common Admission Test. It is a test conducted by IIMs for admission into several programs offered by them. Besides IIMs, there are a good number of colleges which accept CAT score in their first round of selection process. As of now, there are 13 IIMs offering PGP at following places: Ahmedabad, Bangalore, Calcutta, Lucknow, Indore, Kozhikode, Shillong, Ranchi, Rohtak, Raipur, Udaipur, Trichy, Kashipur.

## History of the CAT

For last almost three decades, since the CAT has been started, it has changed its colours many a time in terms of number of questions, sections asked and orientation of those questions. Here we will discuss the pattern of CAT 2000 onwards.

Chart 1

	<i>Number of sections</i>	<i>Total number of questions</i>	<i>Total Marks</i>	<i>Time allowed</i>
CAT 2000	3	165	N.A.	120 minutes
CAT 2001	3	165	N.A.	120 minutes
CAT 2002	3	150	N.A.	120 minutes
CAT 2003	3	150	N.A.	120 minutes
CAT 2004	3	123	150	120 minutes
CAT 2005	3	90	150	120 minutes
CAT 2006	3	75	300	150 minutes
CAT 2007	3	75	300	150 minutes
CAT 2008	3	90	360	150 minutes
CAT 2009	3	60	450 (scaled score)	135 minutes
CAT 2010	3	60	450 (scaled score)	135 minutes
CAT 2011	2	60	450 (scaled score)	140 minutes
CAT 2012	2	60	450 (scaled score)	140 minutes
CAT 2013	2	60	450 (scaled score)	140 minutes

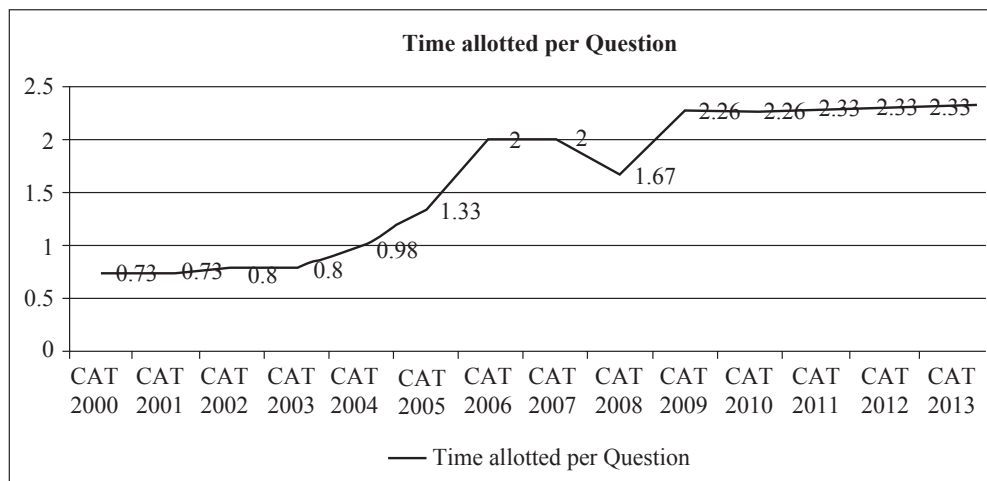
## The CAT Online Exam

The CAT examinations held from 2011 to 2013 have two sections: (a) Quantitative Ability & Data Interpretation (b) Verbal Ability & Logical Reasoning with 30 questions in each section. It also have sectional time limit of 70 minutes for each section.

Before CAT 2004, the CAT did not mention how many marks one question carried? Marks carried per question were announced for the first time in CAT 2004.

Quite obvious from the above table that time allotted per question has risen sharply from CAT 2000 to CAT 2011. One possible conclusion drawn from here is that the CAT is focussing more on accuracy than speed, and secondly, it expects students to gain a certain level of competence across all the areas in a particular section. With the number of questions going down and time going up, students do not have much choice of questions to choose from.

Chart 2



## Sectional Breakups and Getting an IIM Call

One thing that has remained constant during this period of CAT 2000 - CAT 2010 is the number of sections and the way these sections have been joined—Quantitative Aptitude (QA), Logical Reasoning and Data Interpretation (LR/DI), and English Usage/Reading Comprehension (EU/RC).

Though CAT 2011 changed it all:

Chart 3

<i>Year</i>	<i>QA</i>	<i>LR DI</i>	<i>EU RC</i>	<i>Total number of questions</i>
CAT 2000	55	55	55	165
CAT 2001	50	50	50	150
CAT 2002	50	50	50	150
CAT 2003	50	50	50	150
CAT 2004	35	38	50	123
CAT 2005	30	30	30	90
CAT 2006	25	25	25	75
CAT 2007	25	25	25	75
CAT 2008	25	25	40	90
CAT 2009	20	20	20	60
CAT 2010	20	20	20	60
CAT 2011	30 (QA+DI)		30 (Verbal + LR)	60
CAT 2012	30 (QA+DI)		30 (Verbal + LR)	60
CAT 2013	30 (QA+DI)		30 (Verbal + LR)	60

One possible reason predicted for the 2-section format is the fact that the CAT is trying to emulate the standard global papers like the GRE/GMAT.

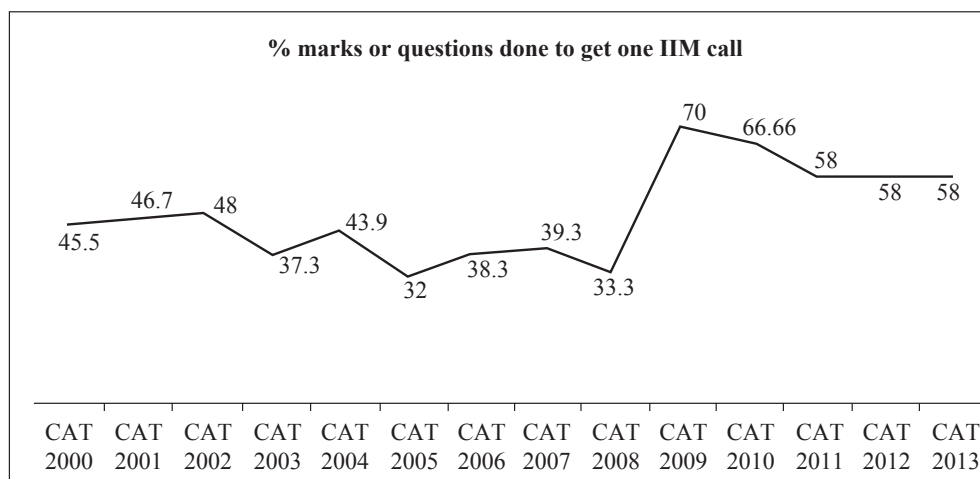
However, past CAT trends show that a student is required to get around 70% marks to get at least one IIM call (with clearing the sectional cut-off). The following table and bar chart give us some clarity regarding the same:

Chart 4

Year	Total marks or questions	Marks/Qs required to get at least one IIM call
CAT 2000	165	75
CAT 2001	150	70
CAT 2002	150	72
CAT 2003	150	56
CAT 2004	123	54
CAT 2005	150	48
CAT 2006	300	115
CAT 2007	300	118
CAT 2008	360	120
CAT 2009	60	42
CAT 2010	60	40
CAT 2011	60	35
CAT 2012	60	35
CAT 2013	60	35

Following line chart gives questions solved or marks required as a percentage of total marks or total questions (as applicable):

Chart 5



**Note:** Above calculation is based upon the data collected from the students who got IIM calls in that particular year.

So, to get at least one IIM call in CAT 2008, a student was required to get 33.33% marks out of the total with clearing the cut-off across the sections. Though in the online format of the CAT (since 2009), percentage questions to be done to get at least one IIM call has gone up, it is primarily because the exam is perceived to be easier in its totality than pen and paper based exams. A student might have got 10 easy questions out of 20 questions in a section.



If we convert the requirement of marks to be obtained from the above line chart into questions to be done, we get the following table:

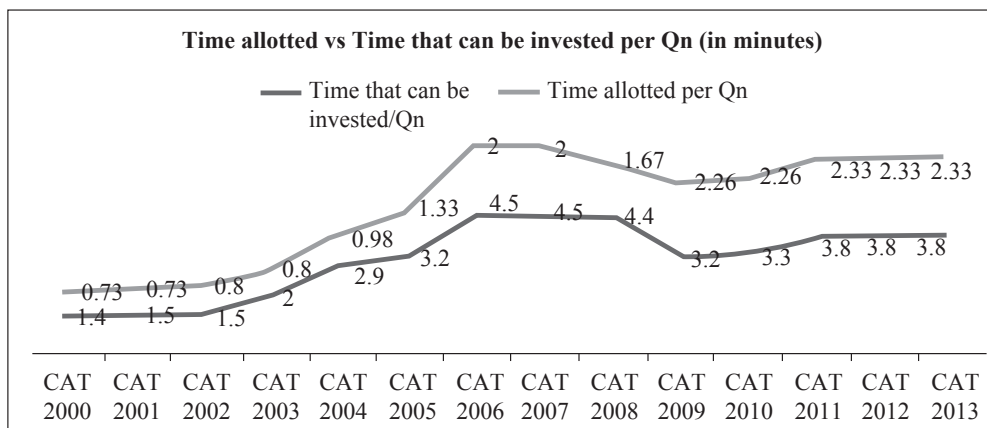
**Chart 6**

<i>Year</i>	<i>Number of questions to be solved</i>	<i>Time allotted</i>	<i>Time invested per Qn</i>
CAT 2000	85	120 minutes	1.4
CAT 2001	80	120 minutes	1.5
CAT 2002	81	120 minutes	1.5
CAT 2003	60	120 minutes	2.0
CAT 2004	42	120 minutes	2.9
CAT 2005	38	120 minutes	3.2
CAT 2006	33	150 minutes	4.5
CAT 2007	33	150 minutes	4.5
CAT 2008	34	150 minutes	4.4
CAT 2009	42	135 minutes	3.2
CAT 2010	40	135 minutes	3.3
CAT 2011	35	135 minutes	3.8
CAT 2012	35	135 minutes	3.8
CAT 2013	35	135 minutes	3.8

Chart 6—For CAT 2000 to CAT 2008, at 90% accuracy with 1/4 negative marking, these are the approximate number of questions to be done. For CAT 2009 to CAT 2011, net of these many questions is to be done.

To summarize this whole discussion till now, we will compare chart 2 with chart 6 and present them in a unified line chart given below (chart 7).

**Chart 7**



This line brings to us an important information—For CAT 2006, CAT 2007 or CAT 2008, even if a student has taken approximately 4.5 minutes to solve a question with 90% accuracy, s/he has got enough marks to get at least one IIM call (provided s/he clears the sectional cut-off too). For online formats for CAT, it is around 3.3 minutes per question.

So, it's more about accuracy now than speed.

# PART

# 1

## VERBAL ABILITY

### CHAPTER 1

Grammar

### CHAPTER 2

Sentence Correction

### CHAPTER 3

Fill in the Blanks

### CHAPTER 4

Confusing Words

### CHAPTER 5

Frequently Used Vocabulary

### CHAPTER 6

Idioms and Phrases

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# 1

# Grammar

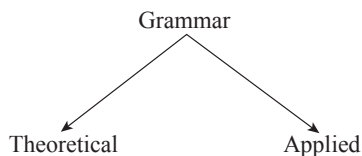
## LEARNING Objectives

After going through this chapter, you should have a thorough understanding of the following:

1. To get conceptual clarity on different topics of grammar and their usage
2. To be able to identify the grammatical errors in the questions
3. To increase accuracy in the questions that test grammar application

### ➤ ENGLISH GRAMMAR

English grammar can be divided into 2 broad categories:



When we talk of the CAT, it is the application of the grammar that is of relevance. The kind of questions that are asked are tricky so one needs to be clear with the fundamentals. In this chapter, we shall discuss the latest rules of British grammar in as much detail as relevant to the CAT. The examples given will make the application clear.

For the last couple of years, in the CAT, the English Usage chapter (composition as given in this book) comprise almost half of the English section. Therefore, the time given to the preparation of EU portion should be in proportion.

In this chapter, we are going to discuss:

1. Parts of Speech
2. Tenses
3. Subject-Verb Agreement
4. Articles
5. Plural Noun Forms

### ▣ 1. Parts of Speech

<i>Parts of speech</i>	<i>Function</i>	<i>Examples</i>	<i>Usage</i>
Verb	action or state	(to) be, have, do, like, work, sing, can, must	I like pizzas.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	Rohan lives in my house.
Adjective	describes a noun	a/an, the, some, good, big, red, well, interesting	My cat is big.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	He eats quickly.
Pronoun	replaces a noun	I, you, he, she, some	Mr D Singh is our director. He is clever.

## 1.4 ✧✧ Verbal Ability

Parts of speech	Function	Examples	Usage
Preposition	links a noun to another word	to, at, after, on, but	He went to movie on Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Hi! How are you?

Let us see some of these one by one

### ❑ Noun

A **noun** is a word used to name a person, animal, place, thing, and abstract idea.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an adjective or an adverb.

### ❑ Noun Gender

Many common nouns, like “engineer” or “teacher,” can refer to men or women. Once, many English nouns would change form depending on their gender. For example, a man was called an “author” while a woman was called an “authoress”—but this use of **gender-specific nouns** is very rare today. Those that are still used occasionally tend to refer to occupational categories.

### ❑ Noun Plurals

Most nouns change their form to indicate number by adding “-s” or “-es in good number of cases.

Other nouns form the plural irregularly. For example, plural of ox is oxen. We will discuss more about plurals in the next pages of this chapter.

### ❑ Possessive Nouns

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

Possessive case of a singular noun that does not end in “s” can be made by adding an apostrophe and “s”.

Possessive case of a singular noun that ends in “s” can be made by adding an apostrophe alone.

Possessive case of a plural noun that does not end in “s” can be made by adding an apostrophe and a “s”.

Possessive case of a plural noun that *does* end in “s” can be made by adding an apostrophe.

### ❑ Types of Nouns

#### Proper Nouns

Proper noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organizations, religions, their holy texts and their adherents are proper nouns. A proper noun can be seen as the opposite of a common noun. A **proper noun** is written with a capital letter. Example, Saturday, May, Oxford University, Islam, etc.

#### Common Nouns

A **common noun** is a noun referring to a person, place, or thing in a general sense. A common noun can be seen as the opposite of a proper noun. Example, Man, hotel, chair, etc.

#### Concrete Nouns

A **concrete noun** refers to objects and substances, including people and animals, physical items that we can perceive through our senses, that mean concrete nouns can be touched, felt, held, something visible, smelt, taste, or be heard. A concrete noun is the opposite of abstract noun. Example, desk, cake, water, etc.

#### Abstract Nouns

An **abstract noun** is a noun which names anything which *cannot* perceive through five physical senses. It is opposite of a concrete noun. Example, happiness, knowledge, kindness, etc.

#### Countable Nouns

A **countable noun** is a noun with both a singular and a plural form, and it names anything (or anyone) that can be *counted*. A countable noun can be made plural. Countable nouns are the opposite of non-countable nouns and collective nouns. Example, pens, bottles, trees, men, etc.

#### Non-Countable Nouns

A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that could (or would) not be usually counted. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns. Example, furniture hair, coffee, ink, etc.

#### Collective Nouns

A **collective noun** is a noun naming a group of things, animals, or persons. One can count the individual

members of the group, but usually group is seen as a whole and generally as one unit.

It is important to be able to recognize collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun. Example, army, class, crew, jury, family, etc.

## □ Pronoun

Pronouns are words used in place of noun or other pronoun. Pronouns like “he,” “which,” “none,” and “you” are used to make sentences less cumbersome and less repetitive.

Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

### Personal Pronouns

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

Various ways in which they are used are illustrated below.

		<i>Subjective</i>	<i>Objective</i>
1st person	Singular	I teach Divya	Divya teaches me
	Plural	We teach Divya	Divya teaches us
2nd person	Singular	You teach Divya	Divya teaches you
	Plural	You teach Divya	Divya teaches you
3rd person	Singular	He/She/It teaches Divya	Divya teaches him/her/it
	Plural	They teach Divya	Divya teaches them

It is to be noted that ‘IT’ is an impersonal pronoun and is used for the following:

- Inanimate objects
- Animals without name
- Babies without name
- Human beings (when the gender is not clear).

Subjective Personal Pronouns	Objective Personal Pronouns	Possessive Personal Pronouns
Indicates that the pronoun is acting as the subject of the sentence.	Indicates that the pronoun is acting as an object of a verb, or preposition.	Indicates that the pronoun is acting as who owns a particular object or person.
“I,” “you,” “she,” “he,” “it,” “we,” “you,” “they.”	“Me,” “you,” “her,” “him,” “it,” “us,” “you,” and “them.”	“Mine,” “yours,” “hers,” “his,” “its,” “ours,” and “theirs.”

### Demonstrative Pronouns

A **demonstrative pronoun** points to and identifies a noun or a pronoun. “This” and “these” refer to things that are nearby either in space or in time, while “that” and “those” refer to things that are farther away in space or time.

The demonstrative pronouns are “this,” “that,” “these,” and “those.” “This” and “that” are used to refer to singular nouns and “these” and “those” are used to refer to plural nouns.

It is also important to note that “that” can also be used as a relative pronoun.

### Interrogative Pronouns

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

“Who,” “whom,” and occasionally “which” are used to refer to people, and “which” and “what” are used to refer to things and to animals.

“Who” acts as the subject of a verb, while “whom” acts as the object of a verb,

### Relative Pronouns

A **relative pronoun** is used to link one phrase or clause to another phrase or clause. The relative pronouns are “who,” “whom,” “that,” and “which”. Compounds formed with the suffix “ever” (“whoever,” “whomever,” “whichever,”) are also relative pronouns.

### Indefinite Pronouns

An **indefinite pronoun** is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none, or some.

Commonly used indefinite pronouns are “all,” “another,” “any,” “anybody,” “anyone,” “anything,” “each,” “everybody,” “everyone,” “everything,” “few,” “many,” “nobody,” “none,” “one,” “several,” “some,” “somebody,” and “someone.”

### Reflexive Pronouns

A reflexive pronoun refers back to the subject of the clause or sentence.

Reflexive pronouns are “myself,” “yourself,” “herself,” “himself,” “itself,” “ourselves,” “yourselves,” and “themselves.”

### Errors in Pronouns

- Aditi bought an éclair and a pastry and she ate it quickly. [What does this ‘it’ refer to]. This is

## 1.6 ✧✧ Verbal Ability

pronoun-antecedent (the noun for which we use pronoun) ambiguity.

2. As people age, the concern a person has change as well. This is pronoun-antecedent inconsistency.
3. Nitika was surprised that despite working hard he did not get a promotion.  
Pronoun must agree with its antecedent in number and gender.

### □ Verb

A **verb** or compound verb express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence.

### □ Example

**Monster bites** his victims on the neck.

The verb “bites” describes the action monster takes.

**I will marry** in 2013.

Here the compound verb “will marry” describes an action that will take place in the future.

Kapil Dev played in 3 world cups, but his diaries **were destroyed**.

In this sentence, the compound verb “were destroyed” describes an action which took place in the past.

### □ Adverb

An **adverb** can modify a verb, an adjective. An adverb indicates manner, time, place, cause, or degree and tries to answer questions such as “how,” “when,” “where,” “how much”.

Some adverbs are easily identifiable by their characteristic “ly” suffix; others are required to be identified by untangling the grammatical relationships within the sentence as a whole. Example, (1) Dennis is thinking quietly. (2) The ball is rolling slowly.

In the above examples, ‘quietly’ and ‘slowly’ are the adverbs qualifying the verbs ‘thinking’ and ‘rolling’ respectively. (3) Nayani is wearing a bright red shirt.

Here ‘bright’ is an adverb qualifying the adjective ‘red’.

### Conjunctive Adverbs

A **conjunctive adverb** joins two clauses together. Some of the most commonly used conjunctive adverbs are “consequently,” “finally,” “furthermore,” “hence,” “however,” “incidentally,” “likewise,” “meanwhile,” “nevertheless,” “next,” “nonetheless,” “otherwise,” “then,” “therefore,” and “thus.” However, a conjunctive adverb is

*not* strong enough to join two independent clauses without the aid of a semicolon.

### □ Adjective

An **adjective** describes, identifies, or quantifies a noun or a pronoun. An adjective usually precedes the noun or the pronoun which it modifies. Example, There goes a tall man. ‘Tall’ is an adjective describing the noun ‘man’.

### Possessive Adjectives

A **possessive adjective** (“my,” “your,” “is,” “her,” “its,” “our,” “their”) is similar to a possessive pronoun.

### Demonstrative Adjectives

The **demonstrative adjectives** “this,” “these,” “that,” “those,” and “what” are identical to the demonstrative pronouns.

### □ Preposition

A **preposition** connects nouns, pronouns and phrases to other words in a sentence. They show the position of a subject with its object. noun (s) and pronouns (s)

### □ Example

The book is **on** the table.

The book is **beneath** the table.

The book is leaning **against** the table.

The book is **beside** the table.

He is **at** the theatre.

Some of the usage of prepositions are given below:

#### 1. All, of

Do not use *of* after *all*, unless the next word is a pronoun.

All the men belong to the club.

All *of* us belong to the Club.

All *of us* boys belong to H10.

#### 2. Among/between

Among always implies more than two; between literally implies two. Between, however, is now often used for three or more items, when each is regarded individually.

The teachers distributed the sweets among the students. (more than two)

Distribute these sweets among the workers. (more than two)

The election commission is divided evenly between the two partners. (only two persons)

However, between may be used for more than two persons or things in order to bring each person or thing into the relation expressed.

- a. While packing these glass sheets, be sure to place paper between them.

- b. The funds were distributed between SriLanka, China, Pakistan and India.
3. **At/in**  
Both *at* and *in* are used in reference to places. Mostly *in* is used for larger places and *at* for smaller places.  
He lives at Patel nagar in Patna.  
He lives in Delhi.
  4. **In/into/in to**  
*In* implies the position within and *into* implies motion within to within from one medium to another. *In to* is a two word phrase in which *in* is an adverb.  
The correspondence is in the file.  
He walked into my office/He jumped into the pool.  
Varun came in to see me.
  5. **Besides, besides**  
*Besides* means in addition to; *beside* means by the side of. *Beside*, we also require your support for this movement.  
I sat beside river Nile.  
*Besides* being fined, he was also jailed.
  6. **On/upon/up on**  
Both *on* and *upon* are interchangeable, although *upon* is a little more formal and emphatic. In the two word phrase *up on*, *on* is an adverb.  
Please place the book on the table.  
His statements were based upon the scientific data.  
It will be necessary to step up on the school.
  7. Some word like senior, junior, prefer, prior, superior, inferior, etc., are followed by *to* and not *than*.  
He was senior to me in college.  
Health is more preferable to wealth.  
This cloth is inferior to that cloth.
  8. Certain words are used in gerund (first form of a verb followed by *-ing*) along with prepositions.  
For example, abstain, confident, fond, insist, keen, persist, prohibit, refrain, succeed, etc.  
I prohibited him from parking his car near the entrance. (and not “to park”)  
She is confident of speaking English within six months. (and not “to speak”)  
I abstain from drinking on Tuesday. (and not “to drink”)  
He worked hard and succeeded in securing good marks. (and not “to secure”)
  9. Certain words are used in gerund without a preposition if followed by the first form of a verb. For example, avoid, enjoy, help, dislike, help, stop, remember, etc.  
He enjoys playing cards. (and not “to play”)  
Stop writing as the time is over. (and not “to stop”)  
I dislike playing with Raman. (and not “to play”)  
Many people avoid drinking before their superiors. (and not “to drink”)
  10. Certain words are followed by different preposition in different contexts. For example:  
I agree with Mr Saxena.  
I agree to your proposal.  
In the above example, the word ‘agree’ is used with two different prepositions, *with* and *to*. ‘Agree with’ is used for agreement with a person, whereas ‘agree to’ is used for agreement to a plan, or proposal.  
Similarly, we angry ‘with’ a person, however we angry ‘at’ something.
  11. **Prepositions of Time: *at*, *on*, and *in***  
We use *at* to designate specific times.  
■ The train is due at 2:15 am.  
We use *on* to designate days and dates.  
■ Hari is coming on Monday.  
■ We’re going to Mussorie on 15th August.

## ▣ Tenses

	<i>Past Tense</i>	<i>Present Tense</i>	<i>Future Tense</i>
Simple Form	I walked	I walk	I will walk
Continuous Form	I was walking	I am walking	I will be walking
Perfect Form	I had walked	I have walked	I will have walked
Perfect Continuous Form	I had been walking	I have been walking	I will have been walking

## ▣ Subject-Verb Agreement

A sentence has the following properties:

- it contains a *subject*
- it contains a *verb*
- it expresses a *complete thought*

E.g., the sentence “*Japan prospers*” has a subject: “Japan”; a verb: “prospers”; and it conveys a complete thought or idea that makes sense.

Most sentences also have an *object* (receiver of the action); example, in the sentence “Ram ate a Mango,” the object is “mango.”

**According to the concept, the verb in a sentence should be in agreement with the subject.**



## 1.8 ✧✧ Verbal Ability

### Common rules and errors

**Rule 1:** The verb in a sentence should agree with the subject. If a subject is singular, verb should also be singular. And if the subject is plural, verb should also be plural.

Let us see some of the examples:

<i>Incorrect usage</i>	<i>Correct usage</i>	<i>Explanation</i>
There is no rooms vacant.	There are no rooms vacant.	The subject rooms is plural; therefore, the verb should be plural (i.e., are).
He like movies.	He likes movies.	The subject he is in the second person, and is singular; therefore, the verb should also be in the second person, and be singular (i.e., likes).
Neither Raman nor Harsh were there.	Neither Raman nor Harsh was there.	“Harsh” is singular, so the verb should be also.
Neither Raman nor the others was there.	Neither Raman nor the others were there.	“Others” is plural, so the verb should be also.
There are a variety of pens.	There is a variety of pens.	“Variety” is singular.
Here is wealth and beauty.	Here are wealth and beauty.	“Wealth and beauty” is plural.
He is one of the best officers who has graduated from here.	He is one of the best officers who have graduated from here.	“Doctors” is plural, so the verb should be also (i.e., “have”).
All of the team were there.	All of the team was there.	“Team” is singular, so the verb should be also.
All the players was present.	All the players were present.	“Players” is plural, so the verb should be also.

**Rule 2:** Pronouns should agree with their nouns in terms of (a) number (singular or plural), (b) person (first, second, or third), and (c) gender.

<i>Incorrect usage</i>	<i>Correct usage</i>	<i>Explanation</i>
Did everyone remember their job?	Did everyone remember his job?	Everyone is singular, so the pronoun should as well be singular.
It was them who did it.	It was they who did it.	The nominative case (I, you, he, she, it, we, you, they, who) is used following some form of the verb to be.
If I were him, I would go.	If I were he, I would go.	As above.
It is me.	It is I.	As above.
Whom will rule country?	Who will rule country?	
Who did you give it to?	Whom did you give it to?	“You gave it to he” does not sound right, while “you gave it to him” does.
He was in the same school as us.	He was in the same school as we.	Expand the sentence: “He was in the same school as we were in.”
It belongs to he and I.	It belongs to him and me.	The objective case of pronoun (i.e., me, you, him, her, it, us, you, them, whom) is used as the object of a preposition, such as “to”.
Sama hired he.	Sama hired him.	The objective case of pronoun (i.e., me, you, him, her, it, us, you, them, whom) is used as the object of a verb.
He is as busy as me.	He is as busy as I.	Expand the sentence: “He is as busy as I am busy, not “he is as busy as me am busy.”

However, there are following exceptions and expansions to this basic rule.

### ❑ Exception 1

The rule is not applicable to the sentences in the past and future tense. It means agreement applies only when the sentence is in present tense.

### ❑ Example

- 1(a) He drove to Gurgaon yesterday. (Past tense)  
1(b) They drove to Gurgaon yesterday. (Past tense)

It can be seen that the subject is singular in 1(a) and plural in 1(b), however the verb used in each case is same.

- 2(a) They will go to watch a movie. (Future tense)  
2(b) He will go to watch a movie. (Future tense)

It can be seen that the subject is singular in 2(b) and plural in 2(a), however the verb used in each case is same.

### ❑ Exception 2

No distinction is made in 1st person singular and 1st person plural.

### ❑ Example

- (a) I pray everyday.  
(b) We pray everyday.

### ❑ Exception 3

Case of I and You – I and You both take a verb “do not” (which is plural in nature) and not “does not” (which is singular in nature).

### ❑ Example

- (a) I do not smoke.  
(b) You do not smoke.

However, with ‘He’, which is 3rd person singular, “does not” is used.

- (c) He does not smoke.

### ❑ Exception 4

When two nouns or pronouns are joined with words like ‘including, as well as along with, together with, except’ etc then verb agrees to the first subject.

### ❑ Example

- (a) Sam along with his family members is going.  
(b) My teachers and my best friend is invited to my wedding party.

**Case 1** There are some nouns that might appear plural but they are actually singular, and hence, verb should be used accordingly.

- Names of diseases, sports and field of study.

### ❑ Example

- (a) Diabetes is a common disease. (other Example: mumps, arthritis etc.)  
(b) Aerobics provides recreation. (other Example: athletics, olympics etc)  
(c) Mathematics is an interesting subject. (other Example: politics, civics etc)

- Period of time, sum of money and unit of distance is singular.

### ❑ Example

- (a) One lakh rupee is a big amount.  
(b) Five kms is a long distance to be covered by foot.  
(c) Two hours is a long time to wait.

Hundred Rupees is kept on the table – Here hundred rupees is a sum of rupees.

Let us look at another example:

- (a) Rupees are deteriorating. This is also correct because we are not talking about ‘a sum of rupee’, but of rupees in holistic sense.  
(b) Dollars are inferior to pounds in value.

### ❑ Expansion 1

Collective nouns are considered singular (for example–team, family etc.) and they take singular verb. However, nouns of magnitude take plural verb.

### ❑ Example

- (a) The jury was unanimous in its decision.  
(b) The jury were divided in their decision. (because it shows division)

### ❑ Expansion 2

When subject contains both singular and plural noun tied by or/not, the verb should agree with the part of the subject nearer to it.

### ❑ Example

- (a) He or his friends have done it.  
(b) Has he or his friends done it?

### ❑ Expansion 3

When the subject of a sentence is composed of two or more nouns connected by and, we use a plural verb.

### □ Example

- (a) The principal and the secretary are out of town.
- (b) The principle and secretary is out of town.

[Here, the absence of an article ‘the’ before ‘secretary’ tells us that it is only one person acting as a principal and secretary]

### □ Expansion 4

Each, each one, either, neither, everyone, everybody, anybody, nobody, somebody, someone and no one are singular and require a singular verb.

### □ Example

- (a) Everybody is invited.
- (b) Somebody is there.

### □ Expansion 5

When a subject consisting of two singular nouns connected by ‘and’ refers to the same idea or outcome, a singular verb is used.

### □ Example

Bread and butter is what I eat.  
Time and tide waits for none.

### □ Articles

The three articles—*a*, *an*, *the*—are a kind of adjective.

### □ Use of A and An

*A* and *An* are called **indefinite** articles because they are used to refer to something in a less specific manner (an unspecified count noun).

We use *a* before singular count-nouns that begins with consonants (a cow, a barn, a sheep); we use *an* before singular count-nouns that begin with vowels or vowel-like sounds (an apple, an urban blight, an open door). Words that begin with an *h* sound often require an *a* (as in a horse, a History book, a hotel), but if an *h*-word begins with an actual vowel sound, use an *an* (as in an hour, an honor).

Examples—a *useful device*, a *university*, a *European* [*u* of these words actually sounds like *yoo* unlike to the *u* of an *ugly incident*].

a once-in-a-lifetime experience, a one-time hero [the words *once* and *one* begin with a *w* sound as if they were spelled].

### □ Use of ‘The’

*The* is called the **definite article** because it usually precedes a specific or previously mentioned noun.

*The* is used with specific nouns. *The* is required when the noun it refers to represents something that is one of a kind

The moon circles the earth.

*The* is required when the noun it refers to represents something named earlier in the text.

### □ Plural Noun Forms

The plural form of most nouns is created simply by adding the letter *s*.

- more than one snake—snakes
- more than one boy—boys

1. Words that end in *-ch*, *x*, *s* or *s-like* sounds, however, will require an *-es* for the plural

- more than one witch—witches
- more than one box—boxes
- more than one gas—gases
- more than one bus—buses
- more than one kiss—kisses

Please note that some dictionaries list “busses” as an acceptable plural for “bus.”

2. There are several nouns that have irregular plural forms. Plurals formed in this way are sometimes called **mutated (or mutating) plurals**. Some of the examples are given below:

- more than one child—children
- more than one woman—women
- more than one man—men
- more than one person—people
- more than one goose—geese
- more than one mouse—mice
- more than one ox—oxen

3. There are nouns that maintain their Latin or Greek form in the plural.

- more than one nucleus—nuclei
- more than one syllabus—syllabi
- more than one focus—foci
- more than one fungus—fungi
- more than one thesis—theses
- more than one phenomenon—phenomena
- more than one index—indices (indexes is acceptable)
- more than one criterion—criteria

4. A handful of nouns appear to be plural in form but take a singular verb:

- The news is bad.
- Gymnastics is fun to watch.

■ Economics/Mathematics/Statistics is said to be difficult. (“Economics” can sometimes be a plural concept, as in “The Economics of the situation demand that ....”)

5. Numerical expressions are usually singular, but can be plural if the individuals within a numerical group are acting individually:

- Fifty thousand dollars is a lot of money.
- One-half of the faculty is retiring this summer.
- Fifty per cent of the students have voted already.

6. Another set of nouns might seem to be singular in nature but take a plural form and always use a plural verb:

A.

- Her scissors were stolen.
- The glasses have slipped down his nose again.
- Other eggs include tongs, spectacles, trousers, shears, phiers, shoes, pants.

(They are always plural unless preceded by ‘a pair of’)

B. The use of adjectives as noun.

- The rich are arrogant.
- The intelligent are blessed.

7. There is a category of nouns that do not change in form.

### □ Example

cattle, sheep, police, poultry, gentry, vermin, etc.

- The police are running after a criminal.
- Cattle are grazing in the field.

### □ PARALLEL STRUCTURES

In parallel structures or parallelism different parts of a sentence should be in symmetry. The symmetrical order is maintained in a sentence by using the same verb form, same tense and other parts of speech should also be same, like noun or adjective.

Consider the sentences below:

1. I like to play guitar and singing. (Incorrect)  
I like playing guitar and singing. (Correct)
2. Mansi likes to watch television, ice-creams and carrom. (Incorrect)  
Mansi likes to watch television, eat ice creams and play carrom. (Correct)
3. The idea is fantastic but a danger. (Incorrect)  
The idea is fantastic but dangerous. (Correct)  
The concept of parallel structures is very important in the english usage section and sometimes two to three options can be eliminated because they do not follow a parallel structure in a sentence. If you see a window in a room of which one pane is painted and the other is not. This will look non-symmetrical and to make it look symmetrical you would want to paint the other pane also. This is exactly what parallelism in language does, it makes the structure symmetrical!

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# 2

## Sentence Correction

### LEARNING Objectives

At the end of this chapter, you should have a thorough understanding of the following:

1. Types of questions asked in this chapter
2. Different types of error and how to identify those
3. Modifiers Error/Parallelism Error

CAT tests only a limited number of grammar error types. Questions from this chapter are asked in two ways:

#### (A) Grammar Based Error

Almost all the questions asked from this type can be solved if a student is aware of a limited number of rules. Needless to say that one is not expected to master every grammar rules.

- i. Articles
- ii. Adjectives and Adverb
- iii. Subject-Verb Agreement
- iv. Pronoun Error

#### (B) Usage Based Error

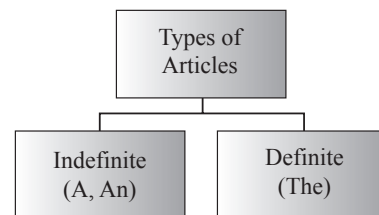
- i. Modifiers
- ii. Parallelism

Now we will see these one by one:

### ➤ GRAMMAR BASED ERROR

#### ▣ I. Articles

A or An or The, which are demonstrative adjectives, are called Articles.



#### ▣ Definite Article – The

‘The’ is a definite article because it points to a specific thing. It is used before proper nouns and also used when we believe that the hearer/reader knows exactly what we are referring to.

#### ▣ Indefinite Article – A or AN

A or An is the indefinite Article because it points to a nonspecific thing. Ex: A cow, A river, An elephant.

Usage of ‘A’ or ‘An’ is determined by the sound. A word beginning with a vowel sound takes ‘An’ before it.

#### ▣ Example

An honest politician, An hour, An umbrella, An heir, etc.