RA2211026030006

Dir: In the question below choose the option nearest in meaning to the word or phrase underlined:

1. The invasion force had no artillery and was completely **annihilated**.
   a. Dismembered b. Reduced c. Destroyed d. Split
2. Swift is known in the world of letters for his **misogynism**.
   a. Hate for mankind b. Hate for womankind c. Love for the mankind d. Love for the womenkind
3. When he could not endure the cruel ragging any longer, the new recruit bravely **stood up to** all his bullying seniors.
   a. Challenged b. Fought Back c. Resisted d. Defeated
4. When he returned, he was accompanied by a **sprightly** young girl.
   a. Beautiful b. Lively c. Intelligent d. Sportive
5. We should always try to maintain and promote communal **amity**.
   a. Bondage b. Contention c. Understanding d. Friendship
6. The leader nodded his **approbation**.
   a. Understanding b. Approval c. Admiration d. Appreciation
7. A person unrestrained by the rules of morality or tradition is called a **licentious** person.
   a. Libertine b. Loafer-type c. Criminal d. Freelance
8. The president of the party **deprecated** the move of the Government to introduce electoral reforms in a haste.
   a. Welcomed b. Denied c. Protested d. Humiliated

Dir: Choose the word opposite in meaning to the word or phrase underlined.

9. History **abounds** in instances of courage.
   a. Shines b. Lacks c. Suffice d. Fails
10. The **incessant** noise of the boring machine made it difficult for us to got to sleep at night
    a. Intermittent b. Harsh c. Soft d. Constant
11. Sathish point of view was correct but his behavior with his father was quite **impertinent**
    a. Healthy b. Respectful c. Inadequate d. Smooth
12. The result of the tournament gave them a sense of **elation**
    a. Despodency b. Misery c. Disappointment d. Despair
13. The officer asked the clerk to **expedite** the matter.
    a. Postpone b. Defer c. Adjourn d. Delay
14. I **abhor** the ideas he sometimes expresses.
    a. Admire b. Respect c. Applaud d. Appreciate
15. They had an **insipid** conversation
    a. Lively b. Argumentative c. Loud d. Curious

Dir: Read each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is "No error"

16. Since it was memory test (A)/ the students were instructed (B)/ to learn the (C)/ passage with heart(D)/ No error (E)
17. Even after requesting (A)/ him, he did not (B)/ tell us that how (C)/ he solved the problem (D)/ No error (E)
18. In order to save petrol, (A)/ motorist must have to (B)/ be very cautious (C)/ while driving along the highway (D)/ No error (E)
19. The basket of apples (A)/ sent by the gardener (B)/ contained a number of (C)/ green mangoes also (D)/ No error (E)
20. What is needed today is (A)/ a new breed of managers (B)/ with a new set of concepts (C)/ and a flexible way about thinking. (D)/ No error (E)
21. In the absence of (A)/ clear instructions (B)/ one cannot be expected (C)/ to be functioned effectively. (D)/ No error (E)
22. Each cigarette (A)/ a person smoke (B)/ does some harm and eventually (C)/ it may cause a serious disease (D)/ No error (E)

Dir: Pick out the most effective word from the given words to fill in the blank and make a meaningful sentence.

23. The children were _____ by the seemingly nonsensical clues until Kinan pointed out that the messages were in code.
    a. Censured b. Striated c. Feigned d. Prevaricated e. Flummoxed
24. As the _____ in Romeo and Juliet, Romeo is a hero able to capture the audience's sympathy by continually professing his love
    a. Protagonist b. Enigma c. Facade d. Activist e. Catechist
25. The chess master promised to _____ havoc upon his opponent's pawns for taking his bishop
    a. Wreak b. Warrant c. Ensue d. Placate e. Endow
26. I have always admired Seymour's _____; I've never seen him rattled by anything.
    a. Aplomb b. Confluence c. Propriety d. Compunction e. Nostalgia
27. The soldiers received a military _____ to inspect all their vehicles before traveling.
    a. Allotment b. Dominion c. Affectation d. Calculation e. Mandate

Word Analogy.

28. Implement : rule :: _____ : verdict
    a. Purpose b. Render c. Divide d. Teach
29. Gambol : _____ :: gamble : bet
    a. Skip b. Win c. Bat d. Worship
30. Cytology : _____ :: geology : rocks
    a. Cyclones b. Psychology c. Pharmacology d. Cells
31. Somnolent : nap :: truculent : _____
    a. Sleepwalker b. Journey c. War d. Mood
32. Stars : astronomy :: _____ : history
    a. Battles b. eclipse c. Horse d. Autumn

Dir: In the questions, the sentence is split into four parts and named A, B, C, D and E. These four parts are not given in their proper order. Read the sentence and find out which of the four combinations is correct.

33. People (A)/ at his dispensary (B)/ went to him (C)/ of all professions (D)/ for medical treatment (E)
    a. ADCEB b. ACBDE c. ACDBE d. ADBCE
34. As lightning accompanies thunder (A)/ was mingled with (B)/ so in my character (C) / the muttering of my wrath (D)/ a flash of humour (E)
    a. ADCEB b. ACBDE c. ADBCE d. ACDBE
35. Recently (A)/ containing memorable letters of Churchill (B)/ a book (C)/ has been published (D)/ by a reputed publisher (E)
    a. ADCEB b. ACBDE c. ADBCE d. ACDBE

Dir: Read the passage carefully and answer the questions below:

Our propensity to look out for regularities, and to impose laws upon nature, leads to the psychological phenomenon of dogmatic thinking or, more generally, dogmatic behaviour: we expect regularities everywhere and attempt to find them even where there are none; events which do not yield to these attempts we are inclined to treat as a kind of 'background noise'; and we stick to our expectations even when they are inadequate and we ought to accept defeat. This dogmatism is to some extent necessary. It is demanded by a situation which can only be dealt with by forcing our conjectures upon the world. Moreover, this dogmatism allows us to approach a good theory in stages, by way of approximations: if we accept defeat too easily, we may prevent ourselves from finding that we were very nearly right.

It is clear that this dogmatic attitude, which makes us stick to our first impressions, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief. Now according to Hume's theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure

in rites and in repetition as such, is characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.

My logical criticism of Hume's psychological theory, and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking, or the dogmatic and the critical attitude, brings us right back to our central problem. For the dogmatic attitude is clearly related to the tendency to verify our laws and schemata by seeking to apply them and to confirm them, even to the point of neglecting refutations, whereas the critical attitude is one of readiness to change them—to test them; to refute them; to falsify them, if possible. This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudoscientific. It further suggests that genetically speaking the pseudo-scientific attitude is more primitive than, and prior to, the scientific attitude: that it is a pre-scientific attitude. And this primitivity or priority also has its logical aspect. For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: criticism must be directed against existing and influential beliefs in need of critical revision—in other words, dogmatic beliefs. A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically.

Thus, science must begin with myths, and with the criticism of myths; neither with the collection of observations, nor with the invention of experiments, but with the critical discussion of myths, and of magical techniques and practices. The scientific tradition is distinguished from the pre-scientific tradition in having two layers. Like the latter, it passes on its theories; but it also passes on a critical attitude towards them. The theories are passed on, not as dogmas, but rather with the challenge to discuss them and improve upon them.

The critical attitude, the tradition of free discussion of theories with the aim of discovering their weak spots so that they may be improved upon, is the attitude of reasonableness, of rationality. From the point of view here developed, all laws, all theories, remain essentially tentative, or conjectural, or hypothetical, even when we feel unable to doubt them any longer. Before a theory has been refuted, we can never know in what way it may have to be modified.

36. In the context of science, according to the passage, the interaction of dogmatic beliefs and critical attitude can be best described as:

a. A duel between two warriors in which one has to die.
b. The effect of a chisel on a marble stone while making a sculpture.
c. The feedshare (natural gas) in fertilizer industry being transformed into fertilizers
d. A predator killing its prey.
e. The effect of fertilizers on a sapling.

37. According to the passage, the role of a dogmatic attitude or dogmatic behaviour in the development of science is:

a. critical and important, as, without it, initial hypotheses or conjectures can never be made.
b. positive, as conjectures arising out of our dogmatic attitude become science.
c. negative, as it leads to pseudo-science.
d. neutral, as the development of science is essentially because of our critical attitude.
e. inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.

38. Dogmatic behaviour, in this passage, has been associated with primitives and children. Which of the following best describes the reason why the author compares primitives with children?

a. Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school
b. Primitives are people who, though not modern, are as innocent as children
c. Primitives are people without a critical attitude, just as children are
d. Primitives are people in the early stages of human evolution; children are in the early stages of their lives
e. Primitives are people who are not civilized enough, just as children are not

39. Which of the following statements best supports the argument in the passage that a critical attitude leads to a weaker belief than a dogmatic one does?

a. A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs
b. A critical attitude, by definition, is centred on an analysis of anomalies and "noise"

c. A critical attitude leads to questioning everything, and in the process generates "noise" without any conviction
d. A critical attitude is antithetical to conviction, which is required for stronger beliefs
e. A critical attitude leads to questioning and to tentative hypotheses

40. According to the passage, which of the following statements best describes the difference between science and pseudoscience?

a. Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true
b. Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society
c. Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories
d. Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths
e. Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments