

INFOSYS Test 4

Test Summary

- No. of Sections: 3
- No. of Questions: 65
- Total Duration: 95 min

Section 1 - Quantitative Aptitude

Section Summary

- No. of Questions: 10
- Duration: 25 min

Additional Instructions:

None

Q1. The following questions based on the statements given below:

(a)are three houses on each side of the road.

(b)six houses are labeled as p, q, r, s, t and u.

(c)houses are of different colors, namely, red colored house.

(d)houses are of different heights.

(e), the tallest house, is exactly opposite to the red colored house.

(f) The shortest house is exactly opposite to the green colored house.

(g) U, the orange colored house, is located between p and s.

(h) R, the yellow colored house, is exactly opposite to p.

(i), the green colored house, is exactly opposite to u.

(j) p, the white colored house, is taller than r, but shorter than s and q.

What is the color of the tallest house?

a. Red

b. Blue

c. Green

d. Yellow

e. None

Q2. . The following questions based on the statements given below:

(a)are three houses on each side of the road.

(b)six houses are labeled as p, q, r, s, t and u.

(c)houses are of different colors, namely, red colored house.

(d)houses are of different heights.

(e), the tallest house, is exactly opposite to the red colored house.

(f) The shortest house is exactly opposite to the green colored house.

(g) U, the orange colored house, is located between p and s.

(h) R, the yellow colored house, is exactly opposite to p.

(i), the green colored house, is exactly opposite to u.

(j) p, the white colored house, is taller than r, but shorter than s and q.

1. what is the color of the house diagonally opposite to the yellow colored house?

a. white

b. Blue



c. Green

d. Red

Q3. . Find the 8 th term in the series?
 2,2,12,12,30,30,---

a. 48

b. 50

c. 54

d. 56

Q4. . The sum of first ten terms of an A.P is 155 and the sum of first two terms of a G.P is 9. The first term of the A.P is equal to the common ratio of G.P and the first term of the G.P is equal to common difference of the A.P which can be the A.P as per the given conditions?

a. 2,4,6,8,10

b. $25/2, 79/6, 83/6$

c. 2,5,8,11..

d. Both (b) and (c)

Q5. . Solve the following question based on the information provide

i. Students A, B, C, D, E, and F participated in a self-evolution test of Quant‟s and Data (D.I)

ii. Total marls of A in quant‟s was just above C and in D.I just above F was just above C in D.I but he scored less than D in Quant‟s

iii. B Got more marks than D and E in D.I but did not perform as well in Quant‟s as in D.I compared to D and E

iv. One is in between C and D in Quant‟s and C and A in D.I

Which of the following students has scored the least in quants?

a. Only D

b. Only E

c. Only B or E

d. None

Q6. In a certain code language, if the word STRUCTURE is coded as TVUYHZBZN, then how is the word REMEDY coded in that language?

a. SGPIJE



- b. SGPEJD
- c. SGPIHE
- d. SGPIIE

Q7. . Solve the following question based on the information provide

i. Students A, B, C, D, E, and F participated in a self-evolution test of Quant‟s and Data (D.I)

ii. Total marls of A in quant‟s was just above C and in D.I just above F was just above C in D.I but he scored less than D in Quant‟s

iii. B Got more marks than D and E in D.I but did not perform as well in Quant‟s as in D.I compared to D and E

iv. One is in between C and D in Quant‟s and C and A in D.I

Which of the following students has scored the least in quants?

- a. Only D
- b. Only E
- c. Only B or E
- d. None

Q8. What is the probability that four S‟s come consecutively in the word MISSISSIPPI?

- a. 4/165
- b. 4/135
- c. 24/165
- d. none of these

Q9. . The following questions based on the statements given below:

(a)are three houses on each side of the road.

(b)six houses are labeled as p, q, r, s, t and u.

(c)houses are of different colors, namely, red colored house.

(d)houses are of different heights.

(e), the tallest house, is exactly opposite to the red colored house.

(f) The shortest house is exactly opposite to the green colored house.

(g) U, the orange colored house, is located between p and s.

(h) R, the yellow colored house, is exactly opposite to p.

(i), the green colored house, is exactly opposite to u.

(j) p, the white colored house, is taller than r, but shorter than s and q.
2.is the color of the house opposite to the tallest house?

- a. white
- b. Blue
- c. Green



- d. Red
- e. None

Q10. . 8 identical coins are arranged in a row .the total number of ways in which the number of heads are equal to number of tails is?

- a. 35
- b. 15
- c. 140
- d. 70

Section 2 - Reasoning

Section Summary

- No. of Questions: 15
- Duration: 35 min

Additional Instructions:

None

Q1. . Each problem consists of a problem followed by two statements. Decide whether the data in the statements are sufficient to answer the question. Select your answer according to whether:
(A) statement 1 alone is sufficient, but statement 2 alone is not sufficient to answer the question
(B) statement 2 alone is sufficient, but statement 1 alone is not sufficient to answer the question
(C) both statements taken together are sufficient to answer the question, but neither statement alone is sufficient
(D) each statement alone is sufficient
(E) statements 1 and 2 together are not sufficient, and additional data is needed to answer the question

- What is the value of x ?
- the square of x is 36
 - $x(x-6) = 0$

- A
- B
- C
- D
- E

Q2. (A) All M is P
(B)All P are S
(C)Some S is not T
(D)All M are S
(E)Some S is T



AEB

CEB

ABD

none

Q3. .Each problem consists of a problem followed by two statements. Decide whether the data in the statements are sufficient to answer the question. Select your answer according to whether:

(A) statement 1 alone is sufficient, but statement 2 alone is not sufficient to answer the question

(B) statement 2 alone is sufficient, but statement 1 alone is not sufficient to answer the question

(C) both statements taken together are sufficient to answer the question, but neither statement alone is sufficient

(D) each statement alone is sufficient

(E) statements 1 and 2 together are not sufficient, and additional data is needed to answer the question

A certain straight corridor has four doors, A, B, C and D (in that order) leading off from the same side. How far apart are doors B and C?

1.The distance between doors B and D is 10 meters.

2.The distance between A and C is 12 meters.

A

B

C

D

E

Q4. A) Some Dogs are snakes
(B)Some Books are pen
(C)Some pens are Books
(D)Some Books are not pen
(E) Some Tables are not

ABC

ABE

BCD

none

Q5. Pointing towards a boy, Aruna said to Pushpa: The mother of his father is the wife of your grandfather (Mother's father)? How is Pushpa related to that boy?

sister

niece

cousin



wife

- Q6. Buckets X and Y contained only water and bucket Y was $\frac{1}{2}$ full. If all of the water in bucket X was then poured into bucket Y, what fraction of the capacity of Y was then filled with water?
- 1.Before the water from X was poured, X was $\frac{1}{3}$ full.
2.X and Y have the same capacity.

Statement (1) ALONE is sufficient but statement (2) ALONE is not sufficient.

Statement (2) ALONE is sufficient but statement (1) ALONE is not sufficient.

BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient.

EACH statement ALONE is sufficient.

Statements (1) and (2) TOGETHER are not sufficient.

- Q7. Each problem consists of a problem followed by two statements. Decide whether the data in the statements are sufficient to answer the question. Select your answer according to whether:
- (A) statement 1 alone is sufficient, but statement 2 alone is not sufficient to answer the question
(B) statement 2 alone is sufficient, but statement 1 alone is not sufficient to answer the question
(C) both statements taken together are sufficient to answer the question, but neither statement alone is sufficient
(D) each statement alone is sufficient
(E) statements 1 and 2 together are not sufficient, and additional data is needed to answer the question
- A bucket was placed under a dripping tap which was dripping at a uniform rate.
At what time was the bucket full?
- 1.The bucket was put in place at 2pm.
2.The bucket was half full at 6pm and three-quarters full at 8pm.

A

B

C

D

E

- Q8. Each problem consists of a problem followed by two statements. Decide whether the data in the statements are sufficient to answer the question. Select your answer according to whether:
- (A) statement 1 alone is sufficient, but statement 2 alone is not sufficient to answer the question
(B) statement 2 alone is sufficient, but statement 1 alone is not sufficient to answer the question
(C) both statements taken together are sufficient to answer the question, but neither statement alone is sufficient
(D) each statement alone is sufficient
(E) statements 1 and 2 together are not sufficient, and additional data is needed to answer the question
- Is $x > 0$?
1. $-2x < 0$
2. $x^{3/2} > 0$

A

B



C

D

E

Q9. Read the following questions and answer it accordingly:
In an Island the natives lie and visitors speak truth. A man wants to know whether a salesman beside him in a bar is a native or visitor. He asked him to ask a woman beside him whether she is a native or visitor. He replied "she says she is a visitor". Then he knew that the salesman is a native or visitor. salesman is in which category , native or visitor?
A. NATIVE
B. VISITOR

A

B

Q10. .Each problem consists of a problem followed by two statements. Decide whether the data in the statements are sufficient to answer the question. Select your answer according to whether:
(A) statement 1 alone is sufficient, but statement 2 alone is not sufficient to answer the question
(B) statement 2 alone is sufficient, but statement 1 alone is not sufficient to answer the question
(C) both statements taken together are sufficient to answer the question, but neither statement alone is sufficient
(D) each statement alone is sufficient
(E) statements 1 and 2 together are not sufficient, and additional data is needed to answer the question
Given that x and y are real numbers, what is the value of x + y ?
1. $(x^2 - y^2) / (x - y) = 7$
2. $(x + y)^2 = 49$

A

B

C

D

E

Q11. Read the following questions and answer it accordingly: Alpha, Beta , gamma, delta and epsilon are friends and have birthdays on consecutive days though may not be in order. Gamma is as many days oldto Alpha as Beta is younger to Epsilon. Delta is two days older then Epsilon. Gamma?s Birthday is on Wednesday. Whose birthday comes on Thursday?

Alpha

Beta

Gamma

Delta

Epsilon



- Q12. (A) All living beings are mammals
(B)No snakes are mammals
(C)All dogs are mammals
(D)No dogs are mammals
(E) No snakes are living beings

ABC

ABE

ACD

NONE

- Q13. . a*b means a is the brother of b
a@b means a is the daughter of b
a\$b means a is the sister of b
Which of the following shows the relationship p is the paternal uncle of n?

n\$o@p

n@o\$p

n@o*p

none

- Q14. Read the following questions and answer it accordingly:
Three different types of objects in a bucket. How many times does one need to select object from the bucket to get atleast 3 objects of the same type?

3

5

6

7

- Q15. Directions:
Mark(1) as your answer, if statement I alone as well as statement II alone is sufficient to answer the question asked;
Mark (2) as your answer, if both statements I and II are required to answer the question asked;
Mark (3) as your answer, if any one of the two statements I or II is sufficient to answer the question is asked;
Mark (4) as your answer, if the question cannot be answered even by using both statements together;
Mr.Pankaj tossed a fair coin x times. What fraction of the tosses came up tail?
I. x=20.
II. The number of tosses that came up with head was 6.

1

2



Section 3 - Verbal

Section Summary

- No. of Questions: 40
- Duration: 35 min

Additional Instructions:

None

Q1. Replace the bold part with the best alternative from the choices given.
The villagers remitted not only a part of their earnings back home,
but also took with them the appetites, aspirations and out look of their
places of work.

- The villagers remitted not only a part of their earnings back home
- Thev illagers not remitted only a part of their earnings back home
- The villagers remitted a part of not only their earnings back home
- The villagers not only remitted a part of their earnings back home

Q2. Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

When I was little, children were bought two kinds of ice cream, sold from those white wagons with the canopies made of silvery metal: either the two-cent cone or the four-cent ice cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child's hand, and it was made by taking the ice cream from its container with a special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor's hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretense of discarding it). The four-cent pie was made by a special little machine, also silvery, which pressed two disks of sweet biscuit against a cylindrical section of ice cream. First you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate the whole thing, the biscuit surfaces softening as they became soaked in creamy nectar. Granny had no advice to give here: in theory the pies had been touched only by the machine; in practice, the vendor had held them against his hand while giving them to us, but it was impossible to isolate the contaminated area. I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one cone in their right hand and one in their left; and expertly moving their head from side to side, they licked first one, then the other. This liturgy seemed to me so sumptuously enviable, that many times I asked to be allowed to celebrate it. In vain. My elders were inflexible: a four-cent ice, yes; but two two-cent ones, absolutely no. As anyone can see, neither mathematics nor economy nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious, justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps, or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it. Today, citizen and victim of a consumer society, a civilization of excess and waste (which the society of the thirties was not), I realize that those dear and now departed elders were right. Two two-cent cones instead of one at four cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason, that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied me: because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents who encouraged this weakness, appropriate to little parvenus, were bringing up their children in the foolish theater of "I'd like to but I can't." They were preparing them to turn up at tourist-class cheek-in with a fake Gucci bag bought from a street peddler on the beach at Rimini Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilization now wants even adults to be spoiled, and promises them always something more, from the wristwatch in the box of detergent to the bonus bangle sheathed, with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilization pretends to give more, but actually gives, for four cents, what is worth four cents. You will throw away the old transistor radio to purchase the new one, that boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new cheap car will have leather seats, double side mirrors adjustable from inside, and a paneled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick. The morality of the old days made Spartans of us all, while today's morality wants all of us to be Sybarites.

The author pined for two-cent cones instead of one four-cent pie because

(1) it made dietetic sense.
(2) it suggested intemperance.
(3) it was more fun.
(4) it had a visual appeal.
(5) he was a glutton.



2

3

4

5

Q3. Directions Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.

Mattancherry is Indian Jewrys most famous settlement. Its pretty streets of pastel coloured houses, connected by first-floor passages and home to the last twelve saree-and-sarong-wearing, white-skinned Indian Jews are visited by thousands of tourists each year. Its synagogue, built in 1568, with a floor of blue-and-white Chinese tiles, a carpet given by Haile Selassie and the frosty Yahseh selling tickets at the door, stands as an image of religious tolerance.

(1) Mattancherry represents, therefore, the perfect picture of peaceful co existence.
(2) Indias Jews have almost never suffered discrimination, except for European colonizers and each other.
(3) Jews in India were always tolerant.
(4) Religious tolerance has always been only a facade and nothing more
(5) The pretty pastel streets are, thus, very popular with the tourists

1

2

3

4

5

Q4. We have in America a -----speech that is neither American, Oxford English, nor colloquial English, but -----of all three.

motley,

an enhancement hybrid,

a combination nasal,

a blend mangled,

a medley.

Q5. Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

When I was little, children were bought two kinds of ice cream, sold from those white wagons with the canopies made of silvery metal: either the two-cent cone or the four-cent ice cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child's hand, and it was made by taking the ice cream from its container with a special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor's hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretense of discarding it). The four-cent pie was made by a special little machine, also silvery, which pressed two disks of sweet biscuit against a cylindrical section of ice cream. First you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate the whole thing, the biscuit surfaces softening as they became soaked in creamy nectar. Granny had no advice to give here: in theory the pies had been touched only by the machine; in practice, the vendor had held them against his hand while giving them to us, but it was impossible to isolate the contaminated area. I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one cone in their right hand and one in their left; and expertly moving their head from side to side, they licked first one, then the other. The liturgy seemed to me so sumptuously enviable, that many times I asked to be allowed to celebrate it. In vain. My elders were inflexible: a four-cent ice, yes; but two two-cent ones, absolutely no. As anyone can see, neither mathematics nor economy nor

dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious, justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps, or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it. Today, citizen and victim of a consumer society, a civilization of excess and waste (which the society of the thirties was not), I realize that those dear and now departed elders were right. Two two-cent cones instead of one at four cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason, that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied me: because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents who encouraged this weakness, appropriate to little parvenus, were bringing up their children in the foolish theater of "I'd like to but I can't." They were preparing them to turn up at tourist-class cheek-in with a fake Gucci bag bought from a street peddler on the beach at Rimini Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilization now wants even adults to be spoiled, and promises them always something more, from the wristwatch in the box of detergent to the bonus bangle sheathed, with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilization pretends to give more, but actually gives, for four cents, what is worth four cents. You will throw away the old transistor radio to purchase the new one, that boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new cheap car will have leather seats, double side mirrors adjustable from inside, and a paneled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick. The morality of the old days made Spartans of us all, while today's morality wants all of us to be Sybarites.

Which of the following cannot be inferred from the passage?

- (1) Today's society is more extravagant than the society of the 1930s.
- (2) The act of eating two ice cream cones is akin to a ceremonial process.
- (3) Elders rightly suggested that a boy turning eyes from one cone to the other was more likely to fall.
- (4) Despite seeming to promise more, the consumer civilization gives away exactly what the thing is worth.
- (5) The consumer civilization attempts to spoil children and adults alike.

1

2

3

4

5

Q6. Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

When I was little, children were bought two kinds of ice cream, sold from those white wagons with the canopies made of silvery metal: either the two-cent cone or the four-cent ice cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child's hand, and it was made by taking the ice cream from its container with a special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor's hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretense of discarding it). The four-cent pie was made by a special little machine, also silvery, which pressed two disks of sweet biscuit against a cylindrical section of ice cream. First you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate the whole thing, the biscuit surfaces softening as they became soaked in creamy nectar. Granny had no advice to give here: in theory the pies had been touched only by the machine; in practice, the vendor had held them against his hand while giving them to us, but it was impossible to isolate the contaminated area. I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one cone in their right hand and one in their left; and expertly moving their head from side to side, they licked first one, then the other. This liturgy seemed to me so sumptuously enviable, that many times I asked to be allowed to celebrate it. In vain. My elders were inflexible: a four-cent ice, yes; but two two-cent ones, absolutely no. As anyone can see, neither mathematics nor economy nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious, justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps, or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it. Today, citizen and victim of a consumer society, a civilization of excess and waste (which the society of the thirties was not), I realize that those dear and now departed elders were right. Two two-cent cones instead of one at four cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason, that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied me: because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents who encouraged this weakness, appropriate to little parvenus, were bringing up their children in the foolish theater of "I'd like to but I can't." They were preparing them to turn up at tourist-class cheek-in with a fake Gucci bag bought from a street peddler on the beach at Rimini Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilization now wants even adults to be spoiled, and promises them always something more, from the wristwatch in the box of detergent to the bonus bangle sheathed, with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilization pretends to give more, but actually gives, for four cents, what is worth four cents. You will throw away the old transistor radio to purchase the new one, that boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new cheap car will have leather seats, double side mirrors adjustable from inside, and a paneled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick. The morality of the old days made Spartans of us all, while today's morality wants all to be Sybarites.

What does the author mean by now-a-days the moralist risks seeming at odds with morality??

- (1) The moralist of yesterday have become immoral today.

- (2) The concept of morality has changed over the years.
- (3) Consumerism is amoral.
- (4) The risks associated with immorality have gone up.
- (5) The purist's view of morality is fast becoming popular.

1

2

3

4

5

Q7. In each question below is given a passage followed by several inference. You have to examine each inference separately in the context of the passage and decide upon its degree of truth or falsity. Mark your answer as :

A. if the inference is ' definitely true' i.e. , it directly follows from the facts given in the passage

B. if the inference is ' probably true' though not definitely true in the light of the facts given

C. if you think the data are in adequate i.e., from the facts given you cannot say whether the inference is likely to be true or false

D. if you think the inference is ' probably false' though not definitely false in the light of the facts given; and

E. if you think inference is ' definitely false' i.e , it contradicts the given facts.

Passage : The last half of my life has been lived in one of those painful epochs of human history during which the world is getting worse, and past victories which had seemed to be definitive have turned out to be only temporary. When I was young, Victorian optimism was taken for granted. It was thought that freedom and prosperity would speed gradually throughout the world by an orderly process, and it was hoped that cruelty, tyranny, and injustice would continually diminish. Hardly anyone was haunted by the fear of great wars. Hardly anyone thought of thenineteenth century as a brief interlude between past and future barbarism. The world 'definitive' as used in the passage means

A) incomplete

B) defined

C) temporary

D) final

a

b

c

d

e

Q8. Directions:
Read the passages given below and answer the questions that follow them.

Half a century after the cold war, Sir Martin Rees, a 61-year-old veteran of the anti-nuclear movement believes that the world came closer-and more often-to the brink of thermonuclear destruction than most people realize. Could it happen again, more broadly, could man, even unwittingly, unleash a chain of events that destroys the natural environment and ultimately humanity itself?

The debate over how to safeguard our world is not limited, of course, to disaster scenarios. Conservationists, politicians and scientists of every hue continue to hold forth on mankind's environmental depredations. For Sir Martin, a respected Cambridge University astrophysicist and Britain's Astronomer Royal, the emphasis is on warning; for others it is the more difficult task of trying to devise prescriptions.

The specter of a terrorist attack or an accident involving bio-organisms or nanotechnology so concerns Sir Martin that he is ready to wager \$1,000 that 1 million people will die as a result of A single horrendous act, by 2020.In addition to threats from disgruntled misfits or religious radicals, he worries about the destruction of the natural environment that may result from broader policies made by society. And he is particularly concerned that the current pattern of



industrialization, urbanization and motorization might fuel climate change and biodiversity loss on such a scale as to lead to environmental disaster. However, unlike the most dystopian works, which are often misleading, "Our Final Century" is lively, informative and often witty. Sadly, the same cannot be said about "The Wealth of Nature?", a provocative but unsatisfying work by Robert Nadeau, who teaches at America's George Mason University. Mr. Nadeau believes that the world is already in throes of an environmental disaster of man's making. Conventional economics, he says, making a play on Adam Smith's "The Wealth of Nations", is not very good at valuing nature and "cannot introduce the incentives necessary for a sustainable global environment." He dismisses recent efforts by environmental economists to put "a green thumb on the invisible hand": first in Scandinavia, and now in many countries, governments are imposing effluent taxes and other market-centered reforms to help reduce pollution. He also dismisses similar efforts by ecological economists—cuddlier, philosophically greener versions of environmental economists—as ultimately destined to failure. It is easy for Mr. Nadeau to scoff at the prospects of greening Adam Smith's hand, but in fact market-based environmentalism may well be the best hope of reconciling future economic growth with the need to preserve nature. That is certainly the view of a distinguished group of scientists, economists and other conversation experts assembled by the Royal Society, Britain's premier scientific body. In "Capturing Carbon and Conserving Biodiversity; The Market Approach", the authors examine various challenges involved in dealing with two of the biggest environmental problems: global warming and biodiversity loss. Crucially, they argue that turning to market forces can help solve both problems at once. By putting an economic value on the neglected "ecosystem services" provided by forests, such as their ability to absorb carbon from the atmosphere, they argue that both deforestation and climate change can be dealt with. That is not to say that the market-friendly approaches are cure-alls. There are still plenty of problems to overcome. One of them is that scientists still do not fully understand how and how fast different trees absorb carbon as they grow, and this makes accurate measurements particularly difficult. Even so, explains Ian Swingland, who edited a collection of articles on this issue, this approach is far more promising than the failed conservation approaches of the past, that relied on "a donation-driven western culture permeated by the idea that so called expert and political committees could and should plan what should happen, and draw lines on maps as boundaries between people and the rest of the animal and plant world. Well-meaning it may have been, but disastrous it has proved?. In arguing that "biodiversity can pay for itself through benign systems of sustainable extraction, where people can receive some equitable share by right, not patronage", Mr. Swingland and his co-authors make a compelling case that the best way to reduce the risk of any potential eco-disaster is to embrace market greenery. The future may be brighter than the eco-doomsayers suggest. One reason is that man has more power to influence that future benignly—through innovation in technology and economic policy—than some suggest. Another is that it is simply wrong to imply that most environmental indicators suggest that an environmental disaster is imminent. Inspect Sir Martin's work closely, for example, and you find that he is careful about his language and predictions; unlike many greens (and, it must be said, Mr. Nadeau at times), who adopt the alarmist tactic of giving only the shocking high end of forecasts of potential global warming without mentioning the low end of the forecast, Sir Martin tends to give ranged and add appropriate qualifiers and caveats. The Cambridge academic is also very wary of the so-called precautionary principle; a misguided pseudo-philosophy invoked by greens to stifle innovation in areas like genetically modified foods. So how does he justify his suggestion that mankind might have only a 50-50 chance of surviving the 21st century—our final century, to use the alarmist title of the book. Even before one could ask him that question at a recent literary event, Sir Martin confessed to being a fan of Bjorn Lomborg—a Danish academic who recently caused some controversy when he criticized the greens for systematically denying and distorting the fact that the environment has been getting healthier in many countries. Sir Martin then took the reviewer's copy of "Our Final Century" and penciled in a question mark after the title. His publishers had ruled it out. The American publishers even changed the title from "Our Final Century" to "Our Final Hour". Sir Martin is clever enough to know that the end is not nigh, but he put up with the chicanery in order to gain a wider audience. A small sin, perhaps, in such an important book. According to the author, the future may yet be green because

- Technological innovation may yet save the day
- Current environmental indicators do not necessarily suggest an imminent disaster
- Academicians like Mr. Swingland have started a debate which is likely to influence Policy making in future

- a Only
- b. Only a and b
- a, b and c
- Only b

Q9. Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question. Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term "instinct." It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore. Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use -symbols: a three year old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and the other staples of the semiotics curriculum. Though language is a magnificent ability unique to Homo sapiens among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the positions of the constellations against the time of day and year. In nature's talent show we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale. Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaption to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature's engineering marvels ? an organ with ?that perfection of structure and co-adaption which justly excites our admiration, ?in Darwin's words ? give us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school ? as Oscar Wilde said, ?Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.? A preschooler's tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-the-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the, you know, like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not nutty barrel of monkeys that entertainer-columnists make it out to be .

Which of the following can be used to replace the ?spiders know how to spin webs? analogy as used by the author?

(1) A kitten learning to jump over a wall
(2) Bees collecting nectar
(3) A donkey carrying a load
(4) A horse running a Derby
(5) A pet dog protecting its owner's property



a

b

c

d

e

Q10. Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term "instinct." It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore. Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use -symbols: a three year old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and the other staples of the semiotics curriculum. Though language is a magnificent ability unique to Homo sapiens among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the positions of the constellations against the time of day and year. In nature's talent show we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale. Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaption to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature's engineering marvels ? an organ with ?that perfection of structure and co-adaption which justly excites our admiration, ?in Darwin's words ? give us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school ? as Oscar Wilde said, ?Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.? A preschooler's tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-the-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the, you know, like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not nutty barrel of monkeys that entertainer-columnists make it out to be .

41. According to the passage, which of the following does not stem from popular wisdom on language?

(1) Language is a cultural artifact.
(2) Language is a cultural invention.
(3) Language is learnt as we grow.
(4) Language is unique to Homo sapiens
(5) Language is a psychological faculty.

1

2

3

4

5

Q11. Scientists believe that a black hole is created when a supernova from a large star collapses on itself. This collapse causes a gravitational field that grows more and more intense until nothing can escape from its pull, not even light. It is thought that the universe may end as a black hole.

According to this passage:



- A black hole emits light
- A supernova is a black hole.
- The gravitational field of a black hole allows nothing to escape.
- The universe was created by a black hole.

Q12. **Select the correct phrase from among the choices that completes the given sentence. Please note that more than one choice may fit in to make a syntactically correct sentence, but select the choice that is logical in the context of the sentence.**
Before The _____ Of The Europeans In India, India Was A Free Country.

- Entry
- Amalgamation
- Emigration
- Advent
- Immigration

Q13. **Directions** Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.
Given the cultural and intellectual interconnections, the question of what is Western and what is Eastern (or Indian) is often hard to decide, and the issue can be discussed only in more dialectical terms. The diagnosis of a thought as purely Western or purely Indian can be very illusory.
(1) Thoughts are not the kind of things that can be easily categorized.
(2) Though occidentalism and orientalism as dichotomous concepts have found many adherents.
(3) East is East and West is West has been a discredited notion for a long time now.
(4) Compartmentalizing thoughts is often desirable.
(5) The origin of a thought is not the kind of thing to which purity happens easily.

- 1
- 2
- 3
- 4
- 5

Q14. **Select the correct phrase from among the choices that completes the given sentence. Please note that more than one choice may fit in to make a syntactically correct sentence, but select the choice that is logical in the context of the sentence.**
There are several _____categories of nouns in the English language.

- various
- disparate
- discrete



divergent

types

- Q15. Directions In each of the following questions there are sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage (including spelling, punctuation and logical consistency). Then, choose the most appropriate option.
- A. Charges and counter charges mean nothing
 - B. to the few million who have lost their home.
 - C. The nightmare is far from over, for the government
 - D. is still unable to reach hundreds who are marooned.
- E. The death count have just begun.

(1) A only

(2) C only

(3) A and C

(4) A, C and D

(5) D only

- Q16. Directions In each of the questions a word has been used in sentences in five different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.
- File
- (1) You will find the paper in the file under C.
 - (2) I need to file an insurance claim.
 - (3)The cadets were marching in a single file.
 - (4) File your nails before you apply nail polish.
 - (5) When the parade was on, a soldier broke the file.

1

2

3

4

5

- Q17. Directions Each of the following questions has a sentence with two blanks. Given below each question are five pairs of words. Choose the pair that best completes the sentence.
- Every human being, after the first few days of his life, is a product of two factors; on the one hand, there is his _____endowment; and on the other hand, there is the effect of environment, including _____.
- (1) constitutional; weather
 - (2) economic; learning
 - (3) congenital; education (4) genetic; pedagogy
 - (5) personal; climate

1

2



3

4

5

Q18. After the accident, the nerves to her arm were damaged and so the muscles -----through disuse

atrophied

contracted

elongated

invigorated

Q19. The fiscal position of railways in the earlier plan period was better than the current plan period a)
A b)
B c)
C d)
D e)
E

In each question below is given a passage followed by several inference. You have to examine each inference separately in the context of the passage and decide upon its degree of truth or falsity. Mark your answer as :
A. if the inference is ' definitely true' i.e. , it directly follows from the facts given in the passage
B. if the inference is ' probably true' though not definitely true in the light of the facts given
C. if you think the data are in adequate i.e., from the facts given you cannot say whether the inference is likely to be true or false
D. if you think the inference is ' probably false' though not definitely false in the light of the facts given; and
E. if you think inference is ' definitely false' i,e , it contradicts the given facts.
Passage I: More than a decade of erosion in budgetary support from the Union Government, has seriously affected Indian Railway's capacity to finance its plan expenditures. The situation has come to a pass where the railways must now think of innovative ways to get longer mileage from its investments. Significantly the resource crunch has had grievous impact on the railways. As a result, it will not be in a position to acquire necessary equipments and this will seriously affect the railway's capacity to serve the needs of the economy in future.

a

b

c

d

e

Q20. Directions In each of the questions a word has been used in sentences in five different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.
Run
(1) I must run fast to catch up with him.
(2) Our team scored a goal against the run of play.
(3) You can?t run over him like that.
(4) The newly released book is enjoying a popular run.
(5) This film is a run-of-the-mill production.

1



2
3
4
5

Q21. Directions In each of the following questions there are sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage (including spelling, punctuation and logical consistency). Then, choose the most appropriate option.

A. In 1849, a poor Bavarian imigrant named Levi Strauss
B. landed in San Francisco, California,
C. at the invitation of his brother-in-law David Stern
D. owner of dry goods business.
E. This dry goods business would later become known as Levi Strauss & Company.

(1) B only
(2) B and C
(3) A and B
(4) A only
(5) A, B and D

1
2
3
4
5

Q22. In each question below is given a passage followed by several inference. You have to examine each inference separately in the context of the passage and decide upon its degree of truth or falsity. Mark your answer as :

A. if the inference is ' definitely true' i.e. , it directly follows from the facts given in the passage
B. if the inference is ' probably true' though not definitely true in the light of the facts given
C. if you think the data are in adequate i.e., from the facts given you cannot say whether the inference is likely to be true or false
D. if you think the inference is ' probably false' though not definitely false in the light of the facts given; and
E. if you think inference is ' definitely false' i,e , it contradicts the given facts.

Passage : The last half of my life has been lived in one of those painful epochs of human history during which the world is getting worse, and past victories which had seemed to be definitive have turned out to be only temporary. When I was young, Victorian optimism was taken for granted. It was thought that freedom and prosperity would speed gradually throughout the world by an orderly process, and it was hoped that cruelty, tyranny, and injustice would continually diminish. Hardly anyone was haunted by the fear of great wars. Hardly anyone thought of thenineteenth century as a brief interlude between past and future barbarism.

The victories of the past

A) filled men with a sense of pessimism
B) proved to be temporary events
C) ended, cruelty, tyranny, and injustice
D) brought permanent peace and security

a
b
c
d



e

- Q23. Directions In each of the following questions there are sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage (including spelling, punctuation and logical consistency). Then, choose the most appropriate option.
- A. In response to the allegations and condemnation pouring in,
B. Nike implemented comprehensive changes in their labour policy.
C. Perhaps sensing the rising tide of global labour concerns,
D. from the public would become a prominent media issue,
E. Nike sought to be a industry leader in employee relations.
- (1) D and E
(2) D only
(3) A and E
(4) A and D
(5) B, C and E

1

2

3

4

5

- Q24. Directions : Read the passages given below and answer the questions that follow them.
- No one has yet excavated a complete dinosaur skeleton from this site near Colville River or anywhere else in Alaska. Never the less, my group and other paleontologists have been able to identify from partial skeletons, isolated bones, teeth and fossil foot prints, eight types of dinosaurs that lived as contemporaries in the far north. All eight date to the Cretaceous period, which lasted from 145 million to 60 million years ago .Most come from just the period lasting from 75 million to 70 million years ago, Some five million years before the famous mass demise of the planet's dinosaurs. Four of the species ate plants and four others, called theropods, preyed on the plant eaters and other creatures. By far the richest area of the state for remains of both herbivores and predators is the northern part, referred to as the North Slope.
- The duck-billed hadrosaur Edmontosaurus earns the prize for the most common type there and so is the best characterized.
- Hadrosaurs-large,plant-eating dinosaurs-also go by the name "duck-bills" because they had broad, flat mouths;
- in contrast to ducks, however, they had hundreds of teeth that could grind the tough plants they fed on. They could stand on their back legs to reach the overhead foliage, although they travelled on all fours, probably in a rocking gait, because their rear legs were longer than their front. Many hadrosaurs in other parts of the world had head ornamentations. Or crests, but Edmontosaurus did not. Weighing in at between 3,000 and 4,000pounds, Edmontosaurus ranks among the largest of the hadrosaurus found in North America. Like other hadrosaurs, Edmontosaurus were social animals that gathered in herds, as evinced by their bones, which have been found in piles at various places in northern Alaska, as though groups of them had died in a flash flood. Every dinosaur that has been discovered thus far in Alaska has also been found elsewhere in western North America, so we cannot point to a distinct Alaskan dinosaur. We find fewer species of dinosaurs in these northern latitudes, however. This pattern of decreased biodiversity with increased distance from the equator follows the trend seen in modern animal populations and, as it is today, may be a function of the limited resources available in the far north. Alaska was not the only surprising home to dinosaurs. In the southern polar region, Judd Case of St.Mary's College of California and his colleagues are finding a record of dinosaurs in rocks of similar age.How did dinosaurs find themselves at the planet's northern extreme More than likely they came from Asia, because ancestral forms of almost all the Cretaceous dinosaur families found in North America existed in Asia. Most paleontologists believe that some of these dinosaurs migrated across a land bridge exposed by a drop in sea level where the Bering Sea sits today. The configuration of

continental plates during the Cretaceous suggests that the earliest these plates were in position to serve as a land bridge was approximately 100 million years ago; the land bridge may have been exposed as many as three times during the period. Some of the immigrants probably just stayed in the far north because the environment there supplied their needs; others headed south.

One species, though, seems to have taken a different route. Alamosaurus, a plant-eating dinosaur roughly 20 meters in length, apparently arrived by southerly migration path-remains of its ancestors are found on the continents of South America and Africa. Alaska is built of enormous geologic blocks, some of which originated far from their present location. During the Cretaceous, however, many of these blocks of land were near their current latitudinal position or higher. Thus, the dinosaur fossils found in Alaska were not posthumously hijacked from distant climes and brought there on moving plates; they lived in the high latitudes during the Cretaceous. Did they stay there all year. And if so, how did they manage it?

Climatologically data from fossil pollen, leaves and wood indicate that the Cretaceous forests of northern Alaska consisted of a mixed canopy that included deciduous conifers with an under storey of flowering plants, ferns and cycads. Today, mixed coniferous forests occupy a wide but well-defined range of climates with mean annual temperatures from three to 13 degrees Celsius(37 to 55 degree Fahrenheit),suggesting that the average yearly temperature for northern Alaska during the Cretaceous was similar. One of the striking aspects of the modern Arctic is the angle of sunlight and the length of the day-commonly, though mistakenly, referred to as six months of daylight and six months of night. In actuality, north of the Arctic Circle, darkness occupies a longer part of each day until the winter solstice (December 22), when the sun does not rise.

During the Cretaceous, northern Alaska was even farther north than it is today, and so the dinosaurs that lived there would have need mechanisms to cope with both the cold and the dark.

1. Which of the following can be inferred from the passage?
- a. Biodiversity is greatest in the equatorial regions of the earth.
 - b. Hadrosaurs are not theropods.
 - c. All the species of dinosaurs that were found in western North America were also found in Alaska

only a

Only a and b

Only b and c

a,b and c

- Q25. In each question below is given a passage followed by several inference. You have to examine each inference separately in the context of the passage and decide upon its degree of truth or falsity. Mark your answer as :
- A. if the inference is ' definitely true' i.e. , it directly follows from the facts given in the passage
 - B. if the inference is ' probably true' though not definitely true in the light of the facts given
 - C. if you think the data are in adequate i.e., from the facts given you cannot say whether the inference is likely to be true or false
 - D. if you think the inference is ' probably false' though not definitely false in the light of the facts given; and
 - E. if you think inference is ' definitely false' i,e , it contradicts the given facts.

Passage : The last half of my life has been lived in one of those painful epochs of human history during which the world is getting worse, and past victories which had seemed to be definitive have turned out to be only temporary. When I was young, Victorian optimism was taken for granted. It was thought that freedom and prosperity would speed gradually throughout the world by an orderly process, and it was hoped that cruelty, tyranny, and injustice would continually diminish. Hardly anyone was haunted by the fear of great wars. Hardly anyone thought of thenineteenth century as a brief interlude between past and future barbarism.

39. During the Victorian age people believed that
- A) there would be unlimited freedom
 - B) strife would increase
 - C) peace would prevail and happiness would engulf the whole world.
 - D) wars would be fought on a bigger scale

a

b



c

d

e

Q26. Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term "instinct." It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore. Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use -symbols: a three year old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and the other staples of the semiotics curriculum. Though language is a magnificent ability unique to Homo sapiens among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the positions of the constellations against the time of day and year. In nature's talent show we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale. Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaption to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature's engineering marvels - an organ with that perfection of structure and co-adaption which justly excites our admiration, -in Darwin's words - give us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school - as Oscar Wilde said, "Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught." A preschooler's tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-the-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the, you know, like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not nutty barrel of monkeys that entertainer-columnists make it out to be . Which of the following can be used to replace the "spiders know how to spin webs" analogy as used by the author?

(1) A kitten learning to jump over a wall
(2) Bees collecting nectar
(3) A donkey carrying a load
(4) A horse running a Derby
(5) A pet dog protecting its owner's property

1

2

3

4

5

Q27. Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

When I was little, children were bought two kinds of ice cream, sold from those white wagons with the canopies made of silvery metal: either the two-cent cone or the four-cent ice cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child's hand, and it was made by taking the ice cream from its container with a special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor's hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretense of discarding it). The four-cent pie was made by a special little machine, also silvery, which pressed two disks of sweet biscuit against a cylindrical section of ice cream. First you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate the whole thing, the biscuit surfaces softening as they became soaked in creamy nectar. Granny had no advice to give here: in theory the pies had been touched only by the machine; in practice, the vendor had held them against his hand while giving them to us, but it was impossible to isolate the contaminated area. I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one in their right hand and one in their left; and expertly moving their head from side to side, they licked first one, then the other. The liturgy seemed to me so sumptuously enviable, that many times I asked to be allowed to celebrate it. In vain. My elders were

inflexible: a four-cent ice, yes; but two two-cent ones, absolutely no. As anyone can see, neither mathematics nor economy nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious, justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps, or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it. Today, citizen and victim of a consumer society, a civilization of excess and waste (which the society of the thirties was not), I realize that those dear and now departed elders were right. Two two-cent cones instead of one at four cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason, that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied me: because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents who encouraged this weakness, appropriate to little parvenus, were bringing up their children in the foolish theater of "I'd like to but I can't." They were preparing them to turn up at tourist-class cheek-in with a fake Gucci bag bought from a street peddler on the beach at Rimini Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilization now wants even adults to be spoiled, and promises them always something more, from the wristwatch in the box of detergent to the bonus bangle sheathed, with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilization pretends to give more, but actually gives, for four cents, what is worth four cents. You will throw away the old transistor radio to purchase the new one, that boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new cheap car will have leather seats, double side mirrors adjustable from inside, and a paneled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick. The morality of the old days made Spartans of us all, while today's morality wants all of us to be Sybarites.

According to the author, the justification for refusal to let him eat two cones was plausibly (1) didactic.

- (2) dietetic.
- (3) dialectic.
- (4) diatonic.
- (5) diastolic.

1

2

3

4

5

Q28. Directions In each of the questions a word has been used in sentences in five different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.

- Round
- (1) The police fired a round of tear gas shells.
 - (2) The shop is located round the corner.
 - (3) We took a ride on the merry-go-round.
 - (4) The doctor is on a hospital round.
 - (5) I shall proceed further only after you come around to admitting it.

1

2

3

4

5

Q29. Directions In each of the questions a word has been used in sentences in five different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.

- Buckle
- (1) After the long hike our knees were beginning to buckle.
 - (2) The horse suddenly broke into a buckle.
 - (3) The accused did not buckle under police interrogation.
 - (4) Sometimes, an earthquake can make a bridge buckle.
 - (5) People should learn to buckle up as soon as they get into the car



1

2

3

4

5

Q30. Directions Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.

Trade protectionism, disguised as concern for the climate, is raising its head. Citing competitiveness concerns, powerful industrialized countries are holding out threats of a levy on imports of energy-intensive products from developing countries that refuse to accept their demands. The actual source of protectionist sentiment in the OECD countries is, of course, their current lackluster economic performance, combined with the challenges posed by the rapid economic rise of China and India in that order.

(1) Climate change is evoked to bring trade protectionism through the back door.
(2) OECD countries are taking refuge in climate change issues to erect trade barriers against these two countries.
(3) Climate change concerns have come as a convenient stick to beat the rising trade power of China and India.
(4) Defenders of the global economic status quo are posing as climate change champions.
(5) Today's climate change champions are the perpetrators of global economic inequity.

1

2

3

4

5

Q31. Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term "instinct." It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore. Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use symbols: a three year old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and the other staples of the semiotics curriculum. Though language is a magnificent ability unique to Homo sapiens among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the positions of the constellations against the time of day and year. In nature's talent show we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale. Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaption to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature's engineering marvels – an organ with that perfection of structure and co-adaption which justly excites our admiration, – in Darwin's words – give us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school – as Oscar Wilde said, "Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught." A preschooler's tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-the-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the, you know, like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not nutty barrel of monkeys that entertainer-columnists make it out to be. Which of the following best summarizes the passage?

- (1) Language is unique to Homo sapiens.
- (2) Language is neither learnt nor taught.
- (3) Language is not a cultural invention or artifact as it is made out.
- (4) Language is instinctive ability of human beings.
- (5) Language is use of symbols unique to human beings.

1

2

3

4

5

Q32. Directions In each of the following questions there are sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage (including spelling, punctuation and logical consistency). Then, choose the most appropriate option.

A. I did not know what to make of you.

B. Because you?d lived in India, I associate you more with my parents than with me.

C. And yet you were unlike my cousins in Calcutta, who seem so innocent and obedient when I visited them.

D. You were not curious about me in the least.

E. Although you did make effort to meet me.

(1) A only

(2) A and B

(3) A and E

(4) D only

(5) A and D

1

2

3

4

5

Q33. According to the passage, which of the following is unique to human beings?

(1) Ability to use symbols while communicating with one another.

(2) Ability to communicate with each other through voice modulation.

(3) Ability to communicate information to other members of the species.

(4) Ability to use sound as means of communication.

(5) All of the above.

Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term "instinct." It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore. Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use -symbols: a three year old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and the other staples of the semiotics curriculum. Though language is a magnificent ability unique to Homo sapiens among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the positions of the constellations against the time of day and year. In nature's talent show we are simply a

species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaption to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature's engineering marvels ? an organ with ?that perfection of structure and co-adaption which justly excites our admiration, ?in Darwin's words ? give us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school ? as Oscar Wilde said, ?Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.? A preschooler's tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-the-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the, you know, like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not nutty barrel of monkeys that entertainer-columnists make it out to be

1

2

3

4

5

Q34. I was feeling rather -----when I ----- a yellow envelope on the table.

happy, discerned

jubilant, glimpsed

ecstatic, perceived

miserable, spotted

Q35. Directions Each of the following questions has a sentence with two blanks. Given below each question are five pairs of words. Choose the pair that best completes the sentence.
Exhaustion of natural resources, destruction of individual initiative by governments, control over men's minds by central _____ of education and propaganda are some of the major evils which appear to be on the increase as a result of the impact of science upon minds suited by _____ to an earlier kind of world.
(1) tenets; fixation
(2) aspects; inhibitions
(3) institutions; inhibitions (4) organs; tradition (5) departments; repulsion

1

2

3

4

5

Q36. The subtle shades of meaning, and still subtler echoes of association, make language an instrument which scarcely anything short of genius can wield with -----and -----



- confidence - aloofness
- definiteness ? certainty
- sincerity - hope
- conservatism ? alacrity

Q37. Directions Each of the following questions has a sentence with two blanks. Given below each question are five pairs of words. Choose the pair that best completes the sentence.
The genocides in Bosnia and Rwanda, apart from being mis-described in the most sinister and _____ manner as "ethnic cleansing", were also blamed, in further hand-washing rhetoric, on something dark and interior to _____ and perpetrators alike.

- (1) innovative; communicator
- (2) enchanting; leaders
- (3) disingenuous; victims
- (4) exigent; exploiters
- (5) tragic; sufferers

- 1
- 2
- 3
- 4
- 5

Q38. After the accident, the nerves to her arm were damaged and so the muscles -----through disuse

- atrophied
- contracted
- elongated
- invigorated

Q39. Directions : Read the passages given below and answer the questions that follow them.
No one has yet excavated a complete dinosaur skeleton from this site near Colville River or anywhere else in Alaska. Never the less, my group and other paleontologists have been able to identify from partial skeletons, isolated bones, teeth and fossil foot prints, eight types of dinosaurs that lived as contemporaries in the far north. All eight date to the Cretaceous period, which lasted from 145 million to 60 million years ago .Most come from just the period lasting from 75 million to 70 million years ago, Some five million years before the famous mass demise of the planet's dinosaurs. Four of the species ate plants and four others, called theropods, preyed on the plant eaters and other creatures. By far the richest area of the state for remains of both herbivores and predators is the northern part, referred to as the North Slope.
The duck-billed hadrosaur Edmontosaurus earns the prize for the most common type there and so is the best characterized.
Hadrosaurs-large,plant-eating dinosaurs-also go by the name "duck-bills" because they had broad, flat mouths;



in contrast to ducks, however, they had hundreds of teeth that could grind the tough plants they fed on. They could stand on their back legs to reach the overhead foliage, although they travelled on all fours, probably in a rocking gait, because their rear legs were longer than their front. Many hadrosaurs in other parts of the world had head ornamentations. Or crests, but Edmontosaurus did not. Weighing in at between 3,000 and 4,000pounds, Edmontosaurus ranks among the largest of the hadrosaurus found in North America. Like other hadrosaurs, Edmontosaurus were social animals that gathered in herds, as evinced by their bones, which have been found in piles at various places in northern Alaska, as though groups of them had died in a flash flood. Every dinosaur that has been discovered thus far in Alaska has also been found elsewhere in western North America, so we cannot point to a distinct Alaskan dinosaur. We find fewer species of dinosaurs in these northern latitudes, however. This pattern of decreased biodiversity with increased distance from the equator follows the trend seen in modern animal populations and, as it is today, may be a function of the limited resources available in the far north. Alaska was not the only surprising home to dinosaurs. In the southern polar region, Judd Case of St.Mary's College of California and his colleagues are finding a record of dinosaurs in rocks of similar age.How did dinosaurs find themselves at the planet's northern extreme More than likely they came from Asia, because ancestral forms of almost all the Cretaceous dinosaur families found in North America existed in Asia. Most paleontologists believe that some of these dinosaurs migrated across a land bridge exposed by a drop in sea level where the Bering Sea sits today. The configuration of continental plates during the Cretaceous suggests that the earliest these plates were in position to serve as a land bridge was approximately 100 million years ago; the land bridge may have been exposed as many as three times during the period. Some of the immigrants probably just stayed in the far north because the environment there supplied their needs; others headed south. One species, though, seems to have taken a different route. Alamosaurus, a plant-eating dinosaur roughly 20 meters in length, apparently arrived by southerly migration path-remains of its ancestors are found on the continents of South America and Africa. Alaska is built of enormous geologic blocks, some of which originated far from their present location. During the Cretaceous, however, many of these blocks of land were near their current latitudinal position or higher. Thus, the dinosaur fossils found in Alaska were not posthumously hijacked from distant climes and brought there on moving plates; they lived in the high latitudes during the Cretaceous. Did they stay there all year. And if so, how did they manage it? Climatologically data from fossil pollen, leaves and wood indicate that the Cretaceous forests of northern Alaska consisted of a mixed canopy that included deciduous conifers with an under storey of flowering plants, ferns and cycads. Today, mixed coniferous forests occupy a wide but well-defined range of climates with mean annual temperatures from three to 13 degrees Celsius(37 to 55 degree Fahrenheit),suggesting that the average yearly temperature for northern Alaska during the Cretaceous was similar. One of the striking aspects of the modern Arctic is the angle of sunlight and the length of the day-commonly, though mistakenly, referred to as six months of daylight and six months of night. In actuality, north of the Arctic Circle, darkness occupies a longer part of each day until the winter solstice (December 22), when the sun does not rise. During the Cretaceous, northern Alaska was even farther north than it is today, and so the dinosaurs that lived there would have need mechanisms to cope with both the cold and the dark.

1. Which of the following can be inferred from the passage?

a. Biodiversity is greatest in the equatorial regions of the earth.

b. Hadrosaurs are not theropods.

c. All the species of dinosaurs that were found in western North America were also found in Alaska

- Only a
- Only a and b
- Only b and c
- a,b and c

Q40. According to the passage, complexity of language cannot be taught by parents or at school to children because



- (1) children instinctively know language.
- (2) children learn the language on their own.
- (3) language is not amenable to teaching.
- (4) children know language better than their teachers or parents.
- (5) children are born with the knowledge of semiotics.

Directions The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question. Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term "instinct." It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore. Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use -symbols: a three year old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and the other staples of the semiotics curriculum. Though language is a magnificent ability unique to Homo sapiens among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the positions of the constellations against the time of day and year. In nature's talent show we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaption to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature's engineering marvels ? an organ with ?that perfection of structure and co-adaption which justly excites our admiration, ?in Darwin's words ? give us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school ? as Oscar Wilde said, ?Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.? A preschooler's tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-the-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the, you know, like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not nutty barrel of monkeys that entertainer-columnists make it out to be .

a

b

c

d

e



Answer Key & Solution

Section 1 - Quantitative Aptitude

Q1 b. Blue

Solution

No Solution

Q2 d. Red

Solution

No Solution

Q3 d. 56

Solution

No Solution

Q4 b. 25/2, 79/6, 83/6

Solution

No Solution

Q5 c. Only B or E

Solution

No Solution

Q6 d. SGPIIE

Solution

No Solution

Q7 c. Only B or E

Solution

No Solution

Q8 a. 4/165

Solution

No Solution

Q9

d. Red

Solution

No Solution

Q10

d. 70

Solution

No Solution

Section 2 - Reasoning

Q1

C

Solution

No Solution

Q2

ABD

Solution

No Solution

Q3

E

Solution

No Solution

Q4

none

Solution

No Solution

Q5

cousin

Solution

No Solution

Q6

BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient.

Solution

No Solution

Q7

E

Solution

No Solution

Q8

B

Solution

No Solution

Q9

B

Solution

No Solution

Q10

C

Solution

No Solution

Q11

Delta

Solution

No Solution

Q12

ABE

Solution

No Solution

Q13

none

Solution

No Solution

Q14

3

Solution

No Solution

Q15

2

Solution

No Solution

Section 3 - Verbal

Q1 The villagers remitted a part of not only their earnings back home

Solution

No Solution

Q2 2

Solution

No Solution

Q3 2

Solution

No Solution

Q4 an enhancement hybrid,

Solution

No Solution

Q5 3

Solution

No Solution

Q6 2

Solution

No Solution

Q7 d

Solution

No Solution

Q8 b. Only a and b

Solution

No Solution



Q9

b

Solution

No Solution

Q10

5

Solution

No Solution

Q11

The gravitational field of a black hole allows nothing to escape.

Solution

No Solution

Q12

Advent

Solution

No Solution

Q13

5

Solution

No Solution

Q14

discrete

Solution

No Solution

Q15

(3) A and C

Solution

No Solution

Q16

5

Solution

No Solution

Q17

2

Solution

No Solution

Q18

invigorated

Solution

No Solution

Q19

a

Solution

No Solution

Q20

3

Solution

No Solution

Q21

1

Solution

No Solution

Q22

c

Solution

No Solution

Q23

4

Solution

No Solution

Q24

Only a and b

Solution

No Solution

Q25

d

Solution

No Solution

Q262

Solution

No Solution

Q271

Solution

No Solution

Q284

Solution

No Solution

Q292

Solution

No Solution

Q304

Solution

No Solution

Q314

Solution

No Solution

Q325

Solution

No Solution

Q332

Solution

No Solution

Q34

Q35 miserable, spotted

Solution

No Solution

Q36 1

Solution

No Solution

Q37 definiteness ? certainty

Solution

No Solution

Q38 3

Solution

No Solution

Q39 atrophied

Solution

No Solution

Q40 Only a and b

Solution

No Solution

Q41 a

Solution

No Solution