

How to Prepare for

VERBAL ABILITY and READING COMPREHENSION

for the

CAT

COMMON
ADMISSION
TEST

Tassel Astrigent Emend Toady
Usurer Eon Bacchanalia

Scientists fudging data have no such defenses

Experience CAT online
preparation at



• Arun Sharma • Meenakshi Upadhyay

McGRAW HILL EDUCATION



SERIES

5TH

REVISED
EDITION

How to Prepare for

**VERBAL ABILITY and
READING COMPREHENSION**

for the

CAT

COMMON
ADMISSION
TEST

About the Authors

Arun Sharma is a post graduate from the prestigious Indian Institute of Management (IIM), Bangalore. He has been training corporate houses and CAT aspirants since 1996 and has personally trained over a thousand students into the IIMs and other top B Schools. Besides, he holds the unique distinction of clearing the CAT successfully 14 times in a row, with a score of 99.99 percentile in CAT 2008.

Meenakshi Upadhyay is an alumnus of IIM Bangalore and has been deeply involved in training students for the CAT and other management entrance examinations over the last decade. A British Council certified trainer for communications and business English, she is also a corporate trainer in the fields of personality, language, etiquette and communication training.

McGraw Hill Education



SERIES

5TH

REVISED
EDITION

How to Prepare for

VERBAL ABILITY and READING COMPREHENSION

for the

CAT

COMMON
ADMISSION
TEST

Arun Sharma
Meenakshi Upadhyay
Educational Consultants



McGraw Hill Education (India) Private Limited
NEW DELHI

McGraw Hill Education Offices

New Delhi New York St Louis San Francisco Auckland Bogotá Caracas
Kuala Lumpur Lisbon London Madrid Mexico City Milan Montreal
San Juan Santiago Singapore Sydney Tokyo Toronto



McGraw Hill Education (India) Private Limited

Published by McGraw Hill Education (India) Private Limited,
P-24, Green Park Extension, New Delhi 110 016

How to Prepare for Verbal Ability and Reading Comprehension for the CAT, 5/e

Copyright © 2014, 2011, 2009, 2007, 2006 McGraw Hill Education (India) Private Limited.

No part of this publication may be reproduced or distributed in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise or stored in a database or retrieval system without the prior written permission of the publishers. The program listings (if any) may be entered, stored and executed in a computer system, but they may not be reproduced for publication.

This edition can be exported from India only by the publishers,
McGraw Hill Education (India) Private Limited.

Print Edition:

ISBN (13): 978-93-392-0513-3

ISBN (10): 93-392-0513-8

Ebook Edition:

ISBN (13): 978-93-392-0561-4

ISBN (10): 93-392-0561-8

Managing Director: *Kaushik Bellani*

Deputy General Manager—Test Prep and School: *Tanmoy Roychowdhury*

Publishing Manager—Test Prep: *K N Prakash*

Assistant Sponsoring Editor—*Bhavna Malhotra*

Asst Manager (Developmental Editing): *Anubha Srivastava*

Asst Manager—Production: *Medha Arora*

Senior Production Executive: *Dharmender Sharma*

Product Specialist: *Vikas Sharma*

General Manager—Production: *Rajender P. Ghansela*

Manager—Production: *Reji Kumar*

Information contained in this work has been obtained by McGraw Hill Education (India), from sources believed to be reliable. However, neither McGraw Hill Education (India) nor its authors guarantee the accuracy or completeness of any information published herein, and neither McGraw Hill Education (India) nor its authors shall be responsible for any errors, omissions, or damages arising out of use of this information. This work is published with the understanding that McGraw Hill Education (India) and its authors are supplying information but are not attempting to render engineering or other professional services. If such services are required, the assistance of an appropriate professional should be sought.

Ebook produced by Script Makers, 19, A1-B, DDA Market, Paschim Vihar, New Delhi, India

Cover Design: K. Anoop

*To
our son
Shaurya*

Preface to the Fifth Edition

The CAT is a dynamic examination and the pattern keeps changing from time to time. We as authors and trainers try our best to keep abreast of the latest pattern and provide content which is up-to-date and relevant in the context of the examination.

Some changes noticed in the CAT exam over the years are as follows:

- The number of questions has been reduced drastically.
- There are now only two sections in the examination as opposed to the earlier four and three sections.
- The number of questions in each of the two sections is 30, adding up to a total of 60 questions.
- CAT has introduced two to three different question types in the Verbal section like Phrasal Verbs, Irrelevant Sentence and Paragraph Completion / Last Sentence of the Paragraph.
- The size of the comprehension passages has also reduced. It is now a one page passage as opposed to longer passages in the earlier CAT question papers.
- The number of questions in the Comprehension section is now limited to 10 questions with a break up of three to four questions per passage.

KEY CHANGES IN THIS EDITION

1. Inclusion of **three important chapters** namely *Phrasal Verbs*, *Irrelevant Sentence* and *Paragraph Completion* or the *Last Sentence of the Paragraph*.
2. Addition of **seven fully solved tests in Reading Comprehension** with solutions according to the latest pattern.
3. Inclusion of a **comprehensive list of phrasal verbs** in the chapter on *Phrasal Verbs* which will be a good resource for learning, practice and revision.

4. Some older questions which have lost their relevance have been removed.
5. The newly-added question types have **detailed solutions**.
6. The write-up on how to take a holistic approach to the online CAT has been updated.

The book is now in sync with the latest examination pattern and the aspirant will hopefully find this a one-stop solution for the English portion of CAT and other popular MBA entrance examinations.

We would like to remind all students preparing for these highly competitive examinations that a thorough preparation of the English section is imperative for success in CAT and other similar MBA entrance examinations.

Through this book, we are providing you with an invaluable resource for improving your language section score drastically. Contained in this book is the very best advisory for each and every question type as also for developing your skills in comprehending and understanding the English language. Your job is to ensure that you follow the process diligently.

KEY ISSUES IN PREPARATION

(i) Sentence Comprehension as the Core Skill in English

For many CAT aspirants, especially those who do not have an English medium educational background, this section represents the biggest hurdle in the CAT and indeed so, in most other management entrance exams.

At the same time, even for students who have the best education and are seemingly good at English, the experience of the past few years' CAT papers shows us that being good at speaking and conversing in English does not automatically guarantee a top percentile score.

(ii) The Role of Reading in Developing Your Language Solving Skills

The most commonly heard advice for career aspirants when it comes to preparing for this all important section is "Read more and more". So it is

your right to ask, “If I read more and more, would I get a solution to my problems in the language section in a time frame of say, four months?”

The answer to this question is largely in the negative. The reason is that, for you to develop your scores in Verbal Ability (VA) and Reading Comprehension (RC) by just reading more and more—you require, maybe, a two to three year cycle of preparation. A mere four months would be more like scratching the surface for the same.

We are not saying for a moment that reading is not important for preparing yourself for this section. Reading more and more remains one of the primary activities that you would still need to do, but rather than doing it blindly it would definitely be better for you if you did it with a clear purpose.

So let’s first try to set the objectives of reading more and more.

One of the key problems aspirants face when they take the CAT is that the language is too complex and the options for the answer to the question asked are too similar for comfort.

Your comfort with the language you read in the examination is going to depend on three broad factors. These give rise to the possibilities of the kind of language you are going to face:

1. Short Sentences (10–15 words long) versus Long Sentences (25+ words long)
2. Easy Vocabulary versus Tough Vocabulary
3. Familiar Topic versus Unfamiliar Topics

So obviously, short sentences, easy vocabulary and familiar topics would be the easiest to handle while you would have to grapple with long sentences, tough vocabulary and unfamiliar topics.

So one of your primary objectives has to be to improve your skill in handling the most complex language scenarios that the above three dimensions can throw up.

What we are referring to would be clear from the example below:

Consider this paragraph from a reading comprehension section of the CAT 2008 question paper:

“Finally, while we still have some other past societies to consider before we switch our attention to the modern world, we must already be struck by some parallels between the Maya and the past societies. As on Mangareva, the Maya environmental and population problems led to increasing warfare and civil strife. Similarly, on Easter Island and at Chaco Canyon, the Maya peak population numbers were followed swiftly by political and social collapse. Paralleling the eventual extension of agriculture from Easter Island’s coastal lowlands to its uplands, and from the Mimbres floodplain to the hills, Copan’s inhabitants also expanded from the floodplain to the more fragile hill slopes, leaving them with a larger population to feed when the agricultural boom in the hills went bust. Like Easter Island chiefs erecting ever larger statues, eventually crowned by Pukao, and like Anasazi elite treating themselves to necklaces of 2000 turquoise beads, Maya kings sought to outdo each other with more and more impressive temples, covered with thicker and thicker plaster – reminiscent in turn of the extravagant conspicuous consumption by modern American CEOs. The passivity of Easter chiefs and Maya Kings in the face of the real big threats to their societies completes our list of disquieting parallels.”

The above paragraph contains 202 words and has 6 sentences, giving an average sentence length of 33.66 words! And this is more of a rule than exception. An aspirant whose comfort level consists of 10-word sentences would be badly out of his depth in such a paragraph.

So the first point we would like to make here is:

You should focus on improving your ability to comprehend longer sentences with complex vocabulary on unfamiliar topics.

Do all your reading activity with this goal in mind and you would suddenly realise that a three-year cycle of development would crash into four months.

Remember, improved comprehension of sentences could well be the game-changer you are looking for in your language preparations!!

The second point is that CAT questions are more about logic than about language.

Consider this question and its options.

The question was based on a passage in Reading Comprehension (which cannot be reproduced here due to space constraints) but we want you to

focus well on just the reading the options. Very often one sees that aspirants make an error in an answer simply because they have not understood what the question is asking and what the options are saying.

So read the options carefully and try to slot them into clear-cut compartments.

The question was:

What is the thematic highlight of the passage?

1. In the absence of strong biological linkages, reciprocal roles provide the mechanism for coordinating human behaviour.
2. In the absence of reciprocal roles, biological linkages provide the mechanism for coordinating human behaviour.
3. Human behaviour is independent of biological linkages and reciprocal roles.
4. Human behaviour depends on biological linkages and reciprocal roles.
5. Reciprocal roles determine normative human behaviour in society.

If you were to observe the options carefully you would realise that all the options are talking about the interrelationship between three concepts viz:

- A. Biological Linkages
- B. Reciprocal Roles
- C. Human Behaviour

With this understanding if you were to look at the options they can be rewritten as:

1. In the absence of strong A, B provides the mechanism to coordinate C.
2. In the absence of B, A provides the mechanism to coordinate C.
3. C is independent of A and B.
4. C depends on A and B
5. B determines C.

Once you have this kind of clarity in your mind about what each of these options is saying all you need to do is to understand the purpose of what the author is saying in the passage. Now if you were to read the following

random extracts from the passage, what do you conclude is the author saying?

Statements from the First Paragraph

Human biology does nothing to structure human society.

Giving birth is certainly not sufficient to be a mother but, as adoption and fostering show, it is not even necessary!

Statements from the Second Paragraph

The fine detail of what is expected of a mother or a father or a dutiful son differs from culture to culture, but everywhere behaviour is coordinated by the reciprocal nature of roles. Husbands and wives, parents and children, employers and employees, waiters and customers, teachers and pupils, warlords and followers—each makes sense only in its relation to the other.

Statements from the Fourth Paragraph

The American sociologist Erving Goffman built an influential body of social analysis on elaborations of the metaphor of social life as drama. Perhaps his most telling point was that it is only through acting out a part that we express character.

Correct Option

It is clear that the author is indeed talking about a relationship between B (reciprocal roles) and C (human behaviour). So, clearly 2 and 3 are rejected. Option 4 can be rejected on the basis of the fact that the author is saying the opposite of the dependence of C on A. In fact he is saying that C does not depend on A. So we are in between Options 1 and 5.

In order to choose the correct option from these, you need to read the options clearly and take a call.

Option 1 is talking about the “absence of strong biological linkages” in a society. Hence, all you need to do to eliminate this option is to ask yourself the question—“Can biological linkages ever be absent in a society?” Your mind would tell you clearly that this cannot happen. Hence, we are left with only Option 1 which indeed is the key argument that the author is taking.

Key Arguments

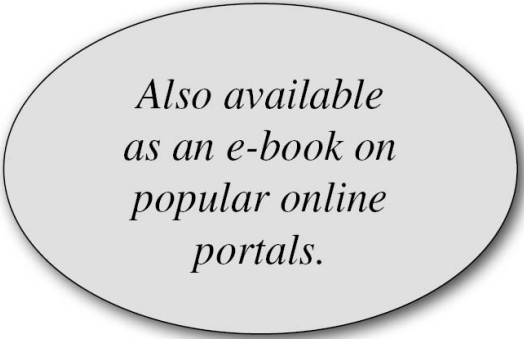
Obviously, the point of discussing this question with you is to make a certain argument about your preparation process for the language section. And the key arguments one is trying to make are:

1. Solving a language question is an exact science, just like solving a Quantitative Aptitude or Data Interpretation question. This section too always has one clear answer. The only issue is whether you have developed your mind enough to see it!
2. Even if you have good command over English you should not take this section lightly. Prepare to develop skills to score well. Remember, the test is more of your logical thinking ability rather than your level of English. So, a command over English is no guarantee to scoring well in this section. Focus on clearing the cobwebs from your mind, induce clarity in your thought and you should be well on your way to success!

In conclusion, we would like to emphasise that it has always been our effort to help and guide you with the best possible study material and practice questions so that you get a simulated experience of the whole process before you take the actual exam. As the saying goes, “The will to win is not nearly as important as the will to prepare to win. Everyone wants to win, but not everyone wants to prepare to win. Preparing to win is where the determination that you will win, is made. Once the game or test or project is underway, it is too late to prepare to win. The actual game, test or project is just the end of a long process of getting ready, in which the outcome was really determined. So if you want to win, you must want to prepare to win. Once you prepare to win, winning is almost anti-climatic.”

ALL THE BEST!!

ARUN SHARMA
MEENAKSHI UPADHYAY



*Also available
as an e-book on
popular online
portals.*

Preface to the First Edition

The English section, comprising Verbal Ability and Reading Comprehension, is one of the most crucial components of the Common Admission Test (CAT). Questions worth 50 marks have been appearing from this section regularly for the past five years. As teachers in this field for the past 11 years, we have found it extremely difficult to recommend one single book that would comprehensively cover the entire English portion of the CAT. This constant dilemma, coupled with the overwhelming response that we received for *How to Prepare for Quantitative Aptitude for the CAT* and *How to Prepare for Data Interpretation for the CAT*, prompted us to think of preparing a book on *How to Prepare for Verbal Ability and Reading Comprehension for the CAT*. Besides CAT, this book would effectively meet the requirements of exams like XAT, IIFT, IRMA, CET, MAT, UPMCAT, and Bank PO examinations, where the English section is essentially a very vital component.

However, conceptualising and compiling a book which would provide a one-stop solution for English was not an easy task. And the inputs that we got from our sources regarding the expectations from such a book were no less demanding. They talked about a book which should help students:-

- (a) *improve their reading,*
- (b) *give substantial inputs on how to read and retain it,*
- (c) *teach accurate ways of interpreting the written material (Refer Part I on Reading Skill Development),*
- (d) *have exhaustive practice of Reading Passages,*
- (e) *have exhaustive practice for Reading Comprehension questions,*
- (f) *have CAT questions,*
- (g) *provide the correct approach to solve CAT questions in the limited timeframe (See section on Illustrated CAT Passages),*
- (h) *have solved examples of previous year CAT Reading Comprehension questions,*

- (i) have *difficulty-based exercises* (one of the unique features of our previous books—See the **Level of Difficulty (LOD)** exercises given at various sections),
- (j) provide students with a *rich vocabulary*—graded, if possible and suggest ways of enriching it,
- (k) have sections on root words, origin of words, foreign words, prefixes, and suffixes,
- (l) cover all *vocabulary-based question types* (like Antonyms, Synonyms, Odd-mans outs, and Analogies),
- (m) cover question types and solving techniques for Fill in the Blanks/Cloze Tests; single and double blanks,
- (n) provide a comprehensive solution to the all important question types of Paragraph Jumbles and Critical Reasoning (areas which we have covered in an extensive manner),
- (o) have a section on Sentence Correction since it puzzles everyone and
- (p) cover the all important Verbal Reasoning portion (where the inputs are too enormous to write in a single line).

Efforts have been made to accommodate the all these points. Basically, the book has been prepared in such a fashion that it would help students having varying requirements.

Structure

The book has been divided into four parts.

1. Reading Comprehension
2. Verbal Ability
3. Verbal Reasoning
4. Mock Test Papers

Let us now briefly look at the suggested approach for each part of the book.

Part I: Reading Comprehension

While going through the first part on Reading Comprehension your focus should be on:

- (a) Improving your reading skills (ability to read, grasp and retain information)
- (b) Improving your ability to predict questions that might be framed on a passage even as you read the passage (In fact, there is an entire chapter devoted to CAT passages which illustrate what you should perceive at each stage within the reading of a passage)
- (c) Understanding the various types of questions that are framed under Reading Comprehension and how to solve these question types
- (d) Gaining extensive practice through the Level of Difficulty (LOD) 1, LOD 2 and CAT Exercises provided

PART II: Verbal Ability

The second part of the book concentrates on three levels of the language viz., word level, sentence level and paragraph level.

The word level, apart from giving you a glimpse and practice of the various vocabulary-based question types asked in competitive exams, also contains an exclusive section to help you develop your vocabulary. This section has Word Lists based on three levels of difficulty—the words segregated on the basis of the frequency of appearance of the word in the CAT examination. To make full use of this feature in this book, you are required to work under a proper routine and go through the Word Lists in increasing order of difficulty.

Besides we have also given a comprehensive and rare collection of roots, prefixes and suffixes as well as foreign origin words, which is rather a unique feature of this book.

You will also get adequate question exposure and practice questions under the following question types: Fill in the blanks, Grammatical error-based questions, Paragraph Jumbles, etc.

PART III: Verbal Reasoning

This section exposes you to the various questions types in verbal reasoning viz., Critical Reasoning, Syllogisms, Binary Logic and Logical Deductions. Adequate practice sets for each of these question types have been provided for improving your skills.

Part IV: Mock Test Papers

This part has eight Mock Test Papers designed in the pattern of CAT questions.

Efforts have been made to make the book as student-friendly as possible. Any suggestion for improvement will be highly acknowledged and appreciated.

ARUN SHARMA
MEENAKSHI UPADHYAY

Acknowledgements

I would like to begin by being grateful for the guidance and inspiration given by my late grandparents Dr. S.N. Upadhyay and Smt. Indira R. Upadhyay. The values and beliefs that they instilled in me have been a source of constant inspiration in my life.

I am thankful to my late father Mr. G.S. Upadhyay whose stories and knowledge inculcation have had a very special significance for me, and my mother Sandhya who with her unflinching support through thick and thin has helped me reach where I am today. I also owe thanks to my sister Jaysashree who introduced me to the wonderful world of books and unfolded the voracious reader in me and my brother Sanchindra who has always been there whenever I needed him. Special mention and thanks are also due to my brother-in-law and sister-in-law—Aparna and Dr. Rajarshi.

I am also thankful to my parents-in-law, Mr. M.K. Sharma and Mrs. Renu Sharma, my brother-in-law Ravi whose vocabulary has always inspired me and my sister-in-law Aditi who has always been a big help.

My nephews Harsh, Rishi, Arjit, Shrey and Rakshit, and my son Shaurya have always been happy to extend their help to me!

My husband Arun has been a pillar of strength in whatever I have done. This book would have been impossible without him.

MEENAKSHI UPADHYAY

We would like to thank our students and readers across India who remain our primary motivation to discover better and more efficient ways of thinking. Our team members at MindWorkzz are a constant source of support and encouragement and we would like to especially mention Mr. S. Mazumadar, Shyam Kumar, Shagun, Neha, Arun Chaturvedi, Tarannum,

Ashish Singh, Abhijeet, Vijay Kumar, Kshitij Gupta and Prakash Purti for standing with us through thick and thin.

The wonderful people at McGraw Hill Education with their amazing insights and professional guidance are responsible in bringing out the book. They are a constant source of learning for us. We extend our special thanks to this team— Mr. Tanmoy Roychowdhury, Mr. Kannath Prakash, Ms. Bhavna Malhotra, Mr. Anubha Srivastava and Ms. Medha Arora.

ARUN SHARMA

The Online CAT: From a VA/RC Perspective

Welcome to the world of online CAT!

The advent of the online version of the Common Admission Test (CAT) 2009 onwards, has brought with it a whole lot of opinions and views about

- what has changed in the examination and
- what should be the ideal preparation pattern.

Therefore, one objective in this revised edition of this widely read book is to look at the issues that an aspirant needs to consider while preparing for the online CAT. We would like to discuss this issue in the following parts:

1. What has changed ?

A comprehensive analysis of what are the critical dimensions of the changes that have taken place in the CAT in its online avatar. Here, a picture has been presented regarding what these changes mean for the aspirant, both in respect of positive and negative factors, taking into account the following:

- (a) Changes in the test-taking experience
- (b) Changes in the exam pattern.

2. What does all this mean for the Preparation Process? How has it changed and how has it remained constant?

While doing so I have taken the help of a varied experiential sample of test-takers across India and also my own personal experience of taking (and may I add dominating) the CAT. Given below are some of the implications of the online version of the CAT in the context of the Verbal Ability and Reading Comprehension section (which this book is all about)

I. WHAT HAS CHANGED

The ‘Experience’ of Taking the Test

1. Cleaner and More Efficient

Compared to the paper-and-pen based CAT, the online version is much cleaner as regards the clarity of questions, their visibility, and the overall feel of the question-solving experience. Consequently, the efficiency (of the thought processes) is much higher, leading to a much superior test-solving experience.

2. Space Management on the Table

In the paper-and-pen version, the aspirants had to typically manage the test paper, admit card, watch, pencils (at least 2), eraser, sharpener along with the answer sheet on the table. To add to their woes, the paper-and-pen versions of the exam were mostly conducted in schools. Very often the aspirants had to contend with the additional challenge of managing all this paraphernalia on a school boy's small table. In addition, if luck did not run your way and you were made to sit in a classroom meant for juniors (between classes 3 to 6), you really had a challenge.

Most of these problems have disappeared in the new version. The fact that computer terminals in most colleges and universities are of standard shape and size eliminates the imbalance created due to non-uniformity of examination equipment. Besides, while writing the online version of the CAT, all you need to manage on the table are the mouse, the key board, a pencil and a sheet of paper for rough work; no watches, erasers, sharpeners test paper and answer sheet are there to bother you. No turning of pages in the Reading Comprehension section for the passages and the questions. What a relief!!!!

3. Moving Questions in the Test

Unlike the paper-and-pen version where test-takers could scan the whole question paper in one look, in the online CAT, aspirants have to move one question at a time. This have both its advantages and disadvantages in terms of the overall test experience. The obvious disadvantage that most aspirants face is the fact that since you could not really see the whole paper in one look, you could not make a judgment about the balance, the difficulty level or the topic-wise question distribution in the paper. Although we are

referring to the Verbal Ability and Reading Comprehension (VA/RC) section here, this is also true for all the sections in the exam.

Ironically, the biggest advantage for the examinee in terms of the online CAT is exactly the same i.e. since you could not see the entire paper at one go, the only option while taking the test is to look at the questions one by one. The option of clicking and going to the next question and thus seeing all of them is there but it would mean an unnecessary waste of time. This is a huge advantage because of three main reasons mentioned below:

- **Higher focus while Solving an Individual Question:** As the aspirant does not know the exact number of questions from various areas and cannot estimate the difficulty level of the paper, he/she is left with no choice but to focus on one question (visible on the screen) at a time. The result is that the aspirant easily achieves the all-important ‘tunnel vision’ while solving a question. Consequently, the aspirant is able to zero in on the problem at hand with clarity and concentration in the online test than conventional paper-and-pen based exam.

When the aspirant solves a question on computer screen, the experience of the previous question tends to get erased from his mind. This helps him to put his entire attention to solving the present question. This is not the case in the paper-and-pencil based test where the aspirant tends to carry the negative experience of a badly-solved question to the next question.

Thus, the specific advantage of the online version of test is that “forgetting” a bad experience is relatively easy. The moment an aspirant navigates from one question to the other, he forgets the previous question so much so that remembering a question that was just two questions back is close to impossible. Hence, negative emotions from a previous bad experience do not linger on.

- **The Need for Faster Navigation (Less Time Wasted on Unsolvable Questions):** Since the examinees do not see the full question paper right at the beginning, they move to the next question quickly. This results in students seeing a higher percentage of questions in the online test than in the paper-and-pencil based exam.

Author's Note—One of the problems we have noticed in the paper-and-pencil based exam is that most examinees are not able to “see” the entire paper. i.e. the fraction of the English section that they were able to process was a fraction of the entire test paper. As a result they used to miss out on a large number of questions which they should have attempted as they wasted their time in question types/ Reading Comprehension (RC) passages that they should not have attempted!

Part of this time mismanagement also occurred due to the fact that they did not have the clock ticking on the screen in front of them. Therefore, there was a tendency of losing track of how much time they had spent in attempting to solve a question. A good percentage of the time the aspirants used to spend in the English section (and especially the reading comprehension) was spent in trying to solve a question/passage where they eventually had a low accuracy rate.

All this has changed for better in the online version of the examination. There is a greater imperative to move to the next question due to the twin facts that you do not see the entire paper as you move from one question to the other, and that the ticking clock is present on the screen in front of your eyes all the time . As a result you are aware of the exact amount of time you spend on a particular question/passage. The net result is that test-takers move faster from one question to the next and the faster navigation directly converts into a higher percentage of the total attemptable questions being attempted than in the paper-and-pen version of the examination. Thus time management improves drastically for the examinee.

We believe this is one of the main reasons why a lot of students who were trying to compare the two versions of the CAT said that the online version was easier. Since the amount of time spent in questions which they were eventually not able to solve, reduced drastically, they got a feeling that they were solving questions all the time as opposed to the paper-and-pencil version where aspirants used to have an overall negative experience of the test (as they would end up spending a lot of time in attempting “unsolvable” questions).

- **Advantage for Reading Comprehension:** In the online examination, the passages are relatively smaller than passages of previous years and only three questions are given per passage. Online test gives much superior solving experience to the aspirants because questions are visible together with the passage. In the pen-and-paper based examination, the Reading Comprehension involved a lot of turning of pages to see the questions. Also the number of questions per passage has been reduced to three, which is a significant change. But it also demands accuracy on part of the student as the number of questions has also been reduced.

4. Mark/Unmark button and the review Button

A very important feature in the online version is the introduction of the review button. In the paper-and- pencil version, it was extremely difficult to track the number of your attempts and especially so in the context of questions that you were unsure about and/or questions which you wanted to come back to. There was simply no way in which you could keep a track of those and as a result there was effectively “no second chance” at a question. This too changed in the online CAT. For every question, apart from the facility to answer it, you also had a MARK button, which would give you easy access to the question at the end of the paper. When you have completed the paper (reached the last question in the paper), you also got access to a review screen that in one visual showed you all the questions you have solved as well as all the questions you have marked with the MARK button. So going back to a specific question in the paper was just the click of the mouse away.

5. Highlighting

One apprehension aspirants have with respect to solving Reading Comprehension on the computer is due to the habit of underlining various parts/sentence of the passage while reading. The online software used in CAT has a highlighting option which allows this to happen. Not only is that, highlighting a much better way of relocating information in the passage than underlining.

To sum up, the net effect of the online CAT was a superior test-taking experience—something that gives you a chance to be more in control of your test—and thus aim for a higher score assuming that the same set of questions would have been asked in the paper-and-pencil version.

II. WHAT HAS CHANGED IN TERMS OF THE EXAM PATTERN?

Having seen the specific changes that have occurred in terms of the test-taking experience, let us now examine another crucial aspect.

Changes in Exam Pattern: Obviously for the purpose of this book, the analysis will pertain to the Verbal Ability and Reading Comprehension portion only. In order to read a similar analysis with respect to the other sections namely, **Quantitative Aptitude and Data Interpretation**, you can refer to my books on those subjects (also published by Tata McGraw Hill). The major changes in the pattern of the Verbal Ability and Reading Comprehension paper can be summarised through the following points:

- 1. Introduction of a two-section paper from 2011**
- 2. More balanced portion coverage**
- 3. Reduction in number of questions**
- 4. Uniform pattern in all papers**
- 5. Higher percentage cutoffs**
- 6. Higher penalty for mistakes**

1. Introduction of a two-section paper from 2011:

As you must be aware, the CAT 2011 introduced a new pattern shift by reducing the number of sections from 3 to 2. Before CAT 2011, there used to be three sections containing 20 questions each in the CAT exam- namely:

Section 1: Quantitative Aptitude,

Section 2: Verbal Ability & Reading Comprehension,

Section 3: Data Interpretation & Logical reasoning.

In the new pattern the number of sections was reduced to 2 sections containing 30 questions each. Namely:

Section 1: Quantitative Aptitude & Data Interpretation

Section 2: Verbal Ability & Logical reasoning.

In a lot of ways, this does not really change your process of preparation. This is because, even though on the surface the number of sections was changed- the actual number of questions under each category of questioning remained the same. In other words, while the three section CAT used to have 20 questions on Quantitative Aptitude, 20 questions on Verbal Ability and Reading Comprehension, 10-12 questions on Data Interpretation and 8-10 questions on Logical Reasoning the new two section examination has 20 questions on Quantitative Aptitude and 10 questions on Data Interpretation merged together under one section, while the 20 questions on Verbal Ability and Reading Comprehension and the 10 questions on Logical reasoning were merged together under the other section. So to prepare for the verbal section, the approach for solving and preparation remains the same as before.

2. More Balanced Portion Coverage

As per the scheme followed in this book, the English portion can be divided into 6 major parts.

The underlying constant that used to exist in the paper-and-pencil version (through the entire decade prior to the first online CAT) was the prominence of Reading Comprehension and presence of, may be, 2–3 VA question types like para jumbles, sentence correction, last sentence of paragraph, critical reasoning, correct usage, etc.

In each of the years from 1999 to 2008, the English section required you to get a net score of approximately 30–40% of the total marks in order to score a high 90 percentile in this section.

The table below shows the break-up in terms of % weightage given to the question types in 2009 CAT:

<i>Block</i>	<i>Weightage (as a % of total marks)</i>
Reading Comprehension	45%
Para Jumbles	15–25%
Last Sentence of Paragraph	15–25%
Fill in the Blanks	15%

Sentence Correction	5%
Correct Usage [Phrasal Verbs]	10–15%

The following table shows a number of question-wise break-up in the different areas:

<i>Block</i>	<i>Number of Questions</i>
Reading Comprehension	9
Para Jumbles	2–5
Last Sentence of Paragraph	2–5
Fill in the Blanks	3
Sentence Correction	1
Correct Usage [Phrasal Verbs]	2–3

3. Reduction in Number of Questions

The second major change in the English section is the reduction of questions to 20—from 55 questions in the late nineties to 50 between 2000 and 2003, to 30 and then 25 in the last years of the paper-and-pencil version. The number of questions has further gone down to 20 in the online version. Naturally, this reduced the amount of choice the aspirant had for leaving out a question.

For instance in CAT 2003 out of 50 questions, you needed to solve 15 to get to the cut off. This meant that at 100% accuracy, you could afford to leave 35 questions. This scenario has now changed drastically as is evident from the table below.

<i>Year</i>	<i>Number of questions in VA & RC</i>	<i>Number of Marks</i>	<i>Cut off at (approx. Number of Marks)</i>	<i>Number of Questions You Could Leave @ 100% Accuracy</i>	<i>Number of Questions You Could Leave @ 90% Accuracy</i>
CAT 1999	55	55	16–18	37+	32+

CAT 2000–04	50	50	12–14	36+	32+
CAT 2005	30	50	12–14	20+	16+
CAT 2006– 08	25	100	28–32	17–18	14+
Online CAT	20	80	40–48	8+	5+

- As you can see, there is very little elbowroom available now in the online version to leave out questions and expect a good percentile score.
- The expectation in the future is that students taking the CAT would have to really use their English skills and attempt as many questions as possible in order to get a top percentile in the test.

4. Uniformity

The third major factor in terms of paper pattern was the uniformity of the test paper. The English section on all days was more or less of the same level, although there are reports of questions being more difficult in the later days of the examination but that is more a question of perception of the level and is open to debate.

An issue that is being discussed widely on the internet is *fairness*. A lot of voices rose against the CAT committee and the online version of the exam questioning the fairness of the testing process.

The Key Criticism

In the context of multiple papers with varying difficulty levels, how would the IIMs judge fairly between students who solved a high percentage of the questions in an easy test versus students who were able to solve a lower number of questions in a more difficult paper? The answer to this is really simple. Since the population size of each paper was significantly large, the IIMs could easily define individual percentiles in each test and ensure fairness to all.

The key point to be noted here is that there are infinite statistical ways through which processes like this can be made fair to everyone. As a future CAT aspirant, however, what you need to worry about is preparing diligently and facing the exam with a positive attitude. Control what you can and do not worry about things that are outside your control.

5. Higher Percentage Cutoffs

In the online version, aspirants wasted less time in questions which they thought were unsolvable and moved on to those they could solve. The result — most students were able to raise their scores in this section significantly. Consequently sectional cut offs which used to be in the range of 30% of the net marks rose to around 40 – 45% of the marks.

6. Higher Penalty for Mistakes

In the online version, the number of errors have been penalised heavily with higher penalty for more errors progressively.

III. WHAT DOES ALL THIS MEAN FOR THE PREPARATION PROCESS? HOW HAS IT CHANGED AND HOW HAS IT REMAINED CONSTANT?

Let us look at this aspect in two broad parts:

1. What are the changes that need to happen in the preparation processes for the online CAT vis-a-vis the preparation process for the traditional paper-and-pencil version?
2. What are the things and issues that remain constant in the preparation process?

Changes in Preparation Process

For the first question, the specific things come to my mind.

1. More Balanced Portion Coverage Needed

As explained above, in the paper-and-pencil version, the best approach for English preparation was to do 2–3 question types well knowing that the rest

would take care of itself. In fact, the elbowroom was so much that you could crack the entire language section without touching RC.

However, in the new online version, since the weightage of distribution of questions is much more even, this approach is no longer going to work. Also, since the elbowroom has reduced drastically, you need to be much more thorough with your preparations of each question type.

Hence, the need to cover all aspects of the portion well and not ignore any particular portion is perhaps the first and the biggest change that needs to be done in the preparation process.

2. Need to cover the basics well, namely, speedily solving LOD 1 questions and the ability to think through LOD 2 and LOD 3 questions

In the early years (1980s and upto the late 1990s), the CAT used to be essentially a speed test (including the English section). There were times when the paper used to consist of upto 225+ questions to be solved in 120 minutes. Questions used to be one-liners and could be solved easily. The key differentiation used to be the speed at which the aspirants could solve questions. However, from late 1990s onwards, the English section of the CAT had become a real test of English language intelligence. Questions ceased to be easy unless you had a very high degree of understanding and intelligence.

The online CAT in its first year tended to be a mix of both these extremes. Papers consisted of between 4–6 LOD 1 topped up by LOD 2 and LOD 3 questions. So while most aspirants found 4–6 very easy questions in each paper, they also had to really use their English ability to cross 10–12 correct attempts. In the future, as the IIMs improve the quality of the database of questions, one can expect the quality of the questions to improve drastically and hence the LOD 2 and LOD 3 questions contained in this book would be an extremely important resource to solve for maximizing your score in this section in the exam.

For the future CAT aspirant and the readers of our books the advice is short and simple. Cover both the flanks—solve the easier LOD 1 questions *and*

improve your English language intelligence to cover the higher end questions of LOD 2 and LOD 3 level.

3. The Need to take Computer Based Tests in Order to be Able to Think on the Computer

Thinking and solving questions from the computer screen is a slightly different experience than solving from a physical book. Thus students and aspirants are advised to experience this change by going for online solving experience. It is in this context that we have tied up with www.mindworkzz.in to give our readers a feel of the online problem solving experience. However, in spite of these seemingly big external changes, my personal opinion is that the changes are mostly external in nature.

Issues that Remain Constant

The essence of preparation of the English section remains the same in a lot many fundamental ways. Some of these that come readily to mind are:

1. The need to develop mental structures for the CAT

English preparation has always been associated with the development of the language and analytical thinking processes and thought structures for specific situations. The smart CAT aspirant is able to create the analytical thoughts in his mind to situations that he would encounter in the exam.

The whole battle for English preparation in the CAT essentially has been the battle to develop the ability to process information at varying levels of the language—and analyse it. Remember, this exam (and all other good aptitude exams) test you for your ability to apply logic in real life situations. Thus, the imperative remains to be able to recognize and comprehend various writing patterns, structures and styles.

Besides, the need to create exposure to diverse reading so as to be able to analyse a passage/paragraph/sentence in a superior manner than an average test-taker remains as strong as ever. Hence, the **imperative to form “thought algorithms” for standard and diverse forms of writing in the**

English language and also a thought process for the techniques associated with each question type remains as strong as ever.

2. The need for thoroughness in your preparation

This is again something that does not change.

To sum up, the CAT still remains a test of your intelligence and analytical skills and an aspirant should focus on this aspect. This book provides plenty of practice and exposure to various chapters and aspects of the examination pattern that will eventually hone your skills in this aspect.

Contents

Preface to the Fifth Edition

Preface to the First Edition

Acknowledgements

The Online CAT: From a VA/RC Perspective

Part 1: Building Skills for Reading Comprehension

Section 1: Reading Comprehension

1. Introduction
2. The Seven Dimension Approach to Better Reading Skills
3. Theory of Reading Comprehension
4. Illustrative CAT Passages (Solved)

Section 2: LOD Exercises

5. Level of Difficulty—I
6. Level of Difficulty—II
7. Level of Difficulty—III
8. Previous Years' Questions from CAT

Part 2: Verbal Ability

Section 1: Vocabulary

1. Word List I—High Frequency Words
2. Word List II—Medium Frequency Words
3. Word List III—Low Frequency Words
4. Roots, Prefixes, Suffixes and Foreign Words
5. Words and Phrases often Confused

Section 2: Vocabulary-based Questions

6. Synonyms
7. Antonyms
8. Odd Man Out
9. Analogies

Section 3: Fill in the Blanks

Block 1: Theory

10. Sentence Completion

Block 2: LODs and CAT Questions

11. Level of Difficulty—I
12. Level of Difficulty—II
13. Previous Years' Questions from CAT

Section 4: Paragraph Jumbles

Block 1: Theory

14. Paragraph Jumbles
15. Practice Exercises on Paragraph Jumbles

Block 2: LODs and CAT Questions

16. Level of Difficulty—I
17. Level of Difficulty—II
18. Level of Difficulty—III
19. Previous Years' Questions from CAT

Section 5: Sentence Correction

20. Sentence Correction
21. Fact, Inference, and Judgement

Section 6: New Verbal Question Types in CAT

22A. Phrasal Verbs

22B. Phrasal Verbs

23. Paragraph Completion/ Last Sentence of the Paragraph

24. Irrelevant Statement Questions

Part 3: Verbal Reasoning

Section 1: Critical Reasoning

1. Critical Reasoning/Paragraph Comprehension
2. Previous Years' Questions from the CAT

Section 2: Syllogisms

3. Syllogisms

Section 3: Binary Logic

4. Verbal Reasoning Based on Binary Logic

Section 4: Logical Deductions

5. Logical Deductions

Part 4: CAT Papers (Real and Sample)

Section 1: CAT Papers

1. CAT Paper 2006
2. CAT Paper 2007
3. CAT Paper 2008

Section 2: Model Test Paper for Verbal Ability and Reading Comprehension

4. Model Test Paper

Building Skills for Reading Comprehension

All the chapters in this part will help you to hone your Reading Comprehension (RC) skills in the following ways:

- Helping you to create your daily reading scheme underlining the importance of RC in CAT papers.
- Making you (i) understand vocabulary in context, main ideas and implied main ideas, and transition and idea organisation patterns; (ii) identify supporting details, facts, inferences, and judgements; (iii) recognise author's purpose and tone; and (iv) evaluate strength of argument.
- Helping you understand (i) what is RC (ii) how to read RC passages, and (iii) how to think and react while reading a CAT reading comprehension passage.
- Helping you practice RC exercises at different difficulty levels.

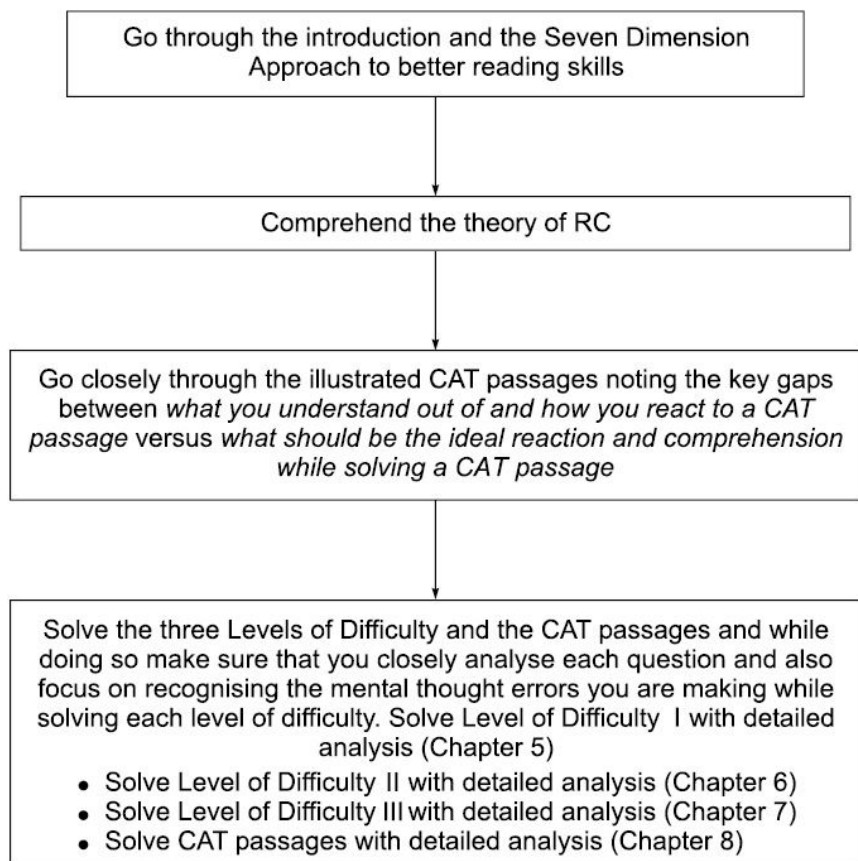
Key Components of this Part:

- Seven-Dimension approach to better reading skills
- An introduction to the various types of RC questions
- Thorough explanation and analysis of RC
- Bit-by-bit explanation of CAT passage from CAT papers of 2003 and 2006
- LOD Exercises

part One

SECTION 1: Reading Comprehension

SECTION 2: LOD Exercises



1

Reading Comprehension

SECTION

In this section, we will be concentrating on helping you build your Reading Comprehension (RC) skills. We start this chapter with a basic introduction of Reading Comprehension and by giving you a basic framework for developing your reading skills.

Chapter 2 increases the focus on the development of reading skills by dividing reading skills into seven clear-cut dimensions. The reader is expected to first understand each of these skill dimensions and then to focus his self development efforts on each of these reading skill dimensions.

Chapter 3 focusses on the theory and question types of Reading Comprehension giving the reader a clear glimpse into the various question types to expect in RC.

Chapter 4 gives the reader a rare insight into the mind and the mental processes of CAT cracker by taking the reader through the actual thinking that goes towards the solving of real CAT passages.

LIST OF CHAPTERS

1. Introduction
2. The Seven Dimension Approach to Better Reading Skills
3. Theory of Reading Comprehension
4. Illustrative CAT Passages (Solved)



Reading Comprehension (RC) forms one of the most critical parts of the CAT question paper.

To Bell the CAT

Every year, over the past 20 years of the CAT, RC has constituted anything between 15–30% of the total number of questions in the exam.

Thus, for instance, while CAT 2003 (re-exam) had 25 marks out of 150 from the RC section, CAT 2004 had 25 marks out of 150 (16.66%) and CAT 2005 had 20 marks out of 150 (13.33%). Since CAT went online, 10 questions out of the total 60 from the whole paper, are from RC carrying 16.66% weightage in the exam. Hence, developing the appropriate level of skills for tackling the reading comprehension section is something that a student preparing for CAT simply cannot afford to ignore during the preparation phase for the CAT exam. Needless to say, the correlation between good Reading Ability and good Reading Comprehension Ability is very high. Hence, in order to develop your ability to solve reading comprehension questions, your first focus should be to take your reading ability up from its current level (whatever that might be.)

READ MORE AND MORE

This advice is what you will come across from every trainer across the country. However, what is not so readily available for students is what skills should one focus on developing while reading, as well as under what framework of self development should one take up the task of reading more and more. Consequently, in our decade long experience of training students, we have seen that students normally end up trying to blindly read more and more without a framework, a direction or a focus. As a result, the returns from reading that students achieve are not proportional to the effort that they put into their reading.

Picking Contextual Clues

We have always believed that blindly reading, without working in a framework, will result in sub-optimal results. Hence, a major thrust of our initial emphasis in this section will be to give you a framework for developing your reading habits. Before we go into that aspect, let us look at another issue which we believe is of utmost importance for you to understand.

THE PROCESS OF WRITING AND ITS RELEVANCE TO THE PROCESS OF READING

Language can be defined as a set of sounds which has been developed in order to convey ideas from one mind to another. Prior to the invention of the first languages, humans used to convey ideas either through sign language or through pictorial representations (as borne out in the paintings in caves through which messages were conveyed). The invention of language represented a paradigm shift in man's ability to communicate his thoughts and ideas to other fellow humans. Initially, all communication used to be oral and passed on orally from generation to generation. Speaking and listening were the two opposite ends of this chain of communication.

As the complexity of human life increased, the introduction of the written word was necessitated. In this chain of communication, reading is basically the reverse process of writing. A piece of writing is incomplete unless it is read by a reader. In this context, understanding the act of writing can take you a long way towards becoming a good reader.

The Cream of the Piece

Since any and every reading that you do involves comprehending and connecting to the author of the passage, in order to become a good reader you need to understand the process through which a good writer goes while writing any piece—(be it as short as a paragraph long to a passage of 1000 words to a full length book).

Let us suppose that you are asked to write a 500 word essay on ‘The relevance of Management Education in India’. Would you straightaway put your pen to paper and start putting down whatever comes to your mind or would you first formulate the outline of the idea structure that you might want to convey through the piece? If you are not an amateur writer, chances are that you would do the latter.

As a matter of fact, all good writers will follow this approach, i.e., they would formulate a kind of a skeleton (map or outline) of the idea they want to convey through their essay, before they put their pen to paper for the first time. This skeleton/map often includes the main idea, the supporting ideas, supporting evidences as well as the conclusion.

Most writers see the skeleton in the form of a picture of the idea structure. (A picture that consists of flowcharts, symbols, etc.) It is only after this that the pen is put to paper and the idea structure conveyed through a sequence of words, sentences and paragraphs.

As a reader, your task essentially, is to decode this sequence of words, sentences and paragraphs and come up with your own picture or interpretation of the idea conveyed by the author. The closer this picture is to the original one in the mind of the author, the better is the comprehension of the passage. In other words, you can even define the objective of reading as ‘to photocopy the idea structure of the author into your mind’. Remember a crucial point:

The Cream of the Piece


The closer your skeleton/map is to what the author must have formulated, the more comprehensive will be your understanding of the passage you are reading.

It is in the light of the above that you should embark on what follows below. The following approach, if applied consistently to your daily dose of


reading, will help you develop your level of reading from your current levels.

HOW READING SKILLS ARE IMPORTANT FOR ASPECTS OTHER THAN THE READING COMPREHENSION QUESTIONS OF THE CAT ENGLISH SECTION

The relevance of preparing well for the RC section does not simply end there. In fact, a closer look at the questions and question types asked under the head of Verbal Ability in the CAT, XLRI and other Management entrance papers of the past few years, clearly points at the overwhelming requirement of good reading habits for this section. Let us take a closer look at the question types in Verbal Ability asked in the CAT over the past few years to illustrate the importance of good reading habits for solving the same.

 **Verbal Ability Question Type 1: Paragraph Jumbles (Frequency of use: Consistently used every year over the last 12 years)**

This has been one of the most favorite question types of examiners over the last 12 years. In this question type, a set of sentences which constitute a paragraph, are jumbled. The student is supposed to find out the correct order of sentences so as to form a coherent paragraph. For instance, try solving this question, which appeared as a two mark question in CAT 2005.

 *The sentences given in the question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.*

- (a) Similarly, turning to caste, even though being lower caste is undoubtedly a separate cause of disparity, its impact is all the more greater when the lower-caste families also happen to be poor.
- (b) Belonging to a privileged class can help a woman to overcome many barriers that obstruct women from less thriving classes.

- (c) It is an interactive presence of these two kinds of deprivation—being low class and being female—that massively impoverishes women from the less privileged classes.
 - (d) A congruence of class deprivation and gender discrimination can blight the lives of poor women very severely.
 - (e) Gender is certainly a contributor to societal inequality, but it does not act independently of class.
- 1. EABDC 2. EBDCA
 - 3. DAEB 4. BECDA.

The correct answer here is EBDCA. The skills required to solve a question of this type (which is discussed in detail in Part Two of this book) include:

- (a) Identification of opening sentence,
- (b) Identification of the topic sentence,
- (c) Getting and understanding the main idea in the question,
- (d) Identifying transitions of ideas,
- (e) Ordering of ideas,
- (f) Slotting in the details in their right places,
- (g) Understanding Vocabulary in context.

All the above are reading skills which we will learn about in the later part of this chapter.

Verbal Ability Question Type 2: Inappropriate Usage of Word

Here, we would look into the usage of a single word in four different contexts. These type of questions were first introduced in CAT 2003.

In each question, the word at the top is used in four different ways. Choose the option in which the usage of the word is incorrect or inappropriate.

Hand

- 1. I have my hand full, I cannot do it today.
- 2. The minister visited the jail to see the breach at first hand.
- 3. The situation is getting out of hand.

4. When the roof of my house was blown away, he was willing to lend me hand.

Reason

1. Your stand is beyond all reason.
2. Has she given you any reason for her resignation?
3. There is little reason in your pompous advice.
4. How do you deal with a friend who doesn't listen to a reason?

Other words that have been asked are: Help, Paper, Business, Service, For, Near, etc.

There is no way you can study grammatical rules to help you improve your ability to solve these kinds of questions—nor does it have anything to do with vocabulary since the words given are extremely easy in nature.


The Cream of the Piece

As you must have understood, your ability to solve these questions depends directly on the extensiveness of your reading habits and how often and in what form of usage you have seen the word earlier.

Verbal Ability Question Type 3: Paragraph Completion

In this question type, introduced for the first time in CAT 2005, the question contains a paragraph where the last statement has been removed. The student is expected to decide the appropriate option which best completes the paragraph.

Consider the following question that was a two mark question in the CAT 2005 paper:

 *The following question has a paragraph from which the last sentence has been deleted. From the given options, choose the one that completes the paragraph in the most appropriate way.*

Federer's fifth grand slam win prompted a reporter to ask whether he was the best ever. Federer is certainly not lacking in confidence, but he wasn't about to proclaim himself the best ever. "The best player of this generation,

yes”, he said, “but nowhere close to ever. Just look at the records that some guys have. I’m a minnow.”

1. His win against Agassi, a genius from the previous generation, contradicts that.
2. Sampras, the king of an earlier generation, was as humble.
3. He is more than a minnow to his contemporaries.
4. The difference between ‘the best of this generation’ and ‘best ever’ is a matter of perception.

The correct answer here is 3.

CAT aspirants in 2005 faced a lot of difficulty in solving this question type. Needless to say, solving this question needs an ability to catch:


- (a) the author’s topic,
- (b) the main idea he/she is trying to convey and
- (c) understand the transitions he/she is using in the paragraph.

Needless to say, it is not possible to eliminate the doubts that crop up in one’s mind while solving such questions... only a good reader with a lot of reading exposure would be able to clearly see an answer to such a question. If you want to be able to see the answer to such questions, minus any ambiguities, development of good reading skills is the only way out.

(And considering that there were a clear 8 marks in 4 questions, it gave a clear advantage to the ‘good reader’.)

 Verbal Ability Question Type 4: Identifying Grammatically Correct/Incorrect Sentence(s):

Consider the following question asked in CAT 2005.

 *This question consists of four sentences on a topic. Some sentences are grammatically incorrect or inappropriate. Select the option that indicates the grammatically correct and appropriate sentence(s).*

- A. People have good reason to care about the welfare of animals.
- B. Ever since Enlightenment, their treatment has been as a measure of mankind’s humanity.


- C. It is not a coincidence that William Wilberforce and Sir Thomas Foxwell Buxton, two leaders of the movement to abolish the slave trade, helped found the Royal Society for the Prevention of cruelty to animals in 1820s.
- D. An increasing number of people go further: mankind has a duty not to cause pain to animals that have the capacity to suffer.
1. A & D 2. B
3. A& C 4. C&D

The correct answer here is 1.

As you must have realized, solving these questions is not about cramming up complex grammatical rules. Even if you are given a comprehensive book on grammar to consult while solving these questions, you are unlikely to come out with the relevant rule which applies to the particular sentence under consideration. Then, on what skills would you depend to solve these kinds of questions? To draw a parallel, let us ask you a question in turn. How would you solve a similar question if it were asked in your mother tongue? Would you rush to the nearest available grammar book? Unlikely! In fact, your ability to solve such a question would depend solely on the frequency of the number of times that you have seen the particular nuance of the language being used. If you have not been exposed to the same, it is unlikely that you will be able to apply any sort of logic to solving this question type.

Verbal Ability Question Type 5: Summarising a Paragraph.

Consider the following question which appeared in CAT 2003.

 *Four alternative summaries are given below. Choose the option that best captures the essence of the text.*

Some decisions will be fairly obvious—“no-brainers.” Your bank account is low, but you have a two week vacation coming up and you want to get away to some place warm to relax with your family. Will you accept your in-laws’ offer to free use of their Florida beachfront condo? Sure. You like your employer and feel ready to move forward in your career. Will you step

in for your boss for three weeks while she attends a professional development course? Of course.

- A. Some decisions are obvious under certain circumstances. You may, for example, readily accept a relative's offer to free holiday accommodation or step in for your boss when she is away.
 - B. Some decisions are no-brainers, You need not think when making them. Examples are condo offers from in-laws and job offers from bosses when your bank account is low or boss is away.
 - C. Easy decisions are called “no-brainers” because they do not require any cerebral activity. Examples such as accepting free holiday accommodation abound in our lives.
 - D. Accepting an offer from in-laws when you are short on funds and want a holiday is a no-brainer. Another no-brainer is taking the boss's job when she is away.
1. A 2. B
3. C 4. D

The correct answer here is 1.

As for the previous questions, solving this question depends on your ability to understand the author's topic sentence, get a grip of the main idea, identify where the details are and what is the message conveyed through them—all skills of reading rather than anything else.

The Cream of the Piece

A closer look at other question types on Verbal Ability will further bear out this fact that—**strong reading exposure, habits and skills are a must in order to solve questions of Verbal Ability.**

It is due to this fact that Part I of this book on English is devoted to helping the student develop the skills set required to be a good reader. You are required to clearly understand the framework required for developing good reading habits, which is explained in the following part of the chapter. After that, you need to follow through consistently by applying the same framework in your daily reading scheme.

YOUR DAILY READING SCHEME

How much time should I spend on reading daily?

If you want to have any hope of developing your reading skills, the authors recommend a minimum of two hours per day of reading, over a year's time. (Needless to say, if you are trying to achieve this in a shorter time span, the minimum recommended reading will go up proportionately.)

What kinds of stuff should I read?

Well, a true and frank answer to that question would be more like everything and anything under the sun. But where and at what level you start off your reading (under the framework we will be mentioning below) would depend on how much of a reader you have been during your school and college life. Remember, whatever your current reading skills are, there is always a level of writing which will challenge you. The basic concept that you need to adhere to for your reading exercises is that you should read things that constantly challenge and invigorate your mind. However, be careful to ensure that the challenge that the reading material puts forth to you should be small and not too big. If the material you choose to read is too challenging, the end result might be that you lose comprehension and subsequently, your interest in reading—an end result we are definitely not targeting!

So, when deciding the sources from which you are going to do your daily dose of reading, first of all define what level of writing represents a challenge for you. Then, you should identify the source/s (newspapers, magazines and books) that will give you that level of writing.

Thus, for instance, for some students, the editorials in a national daily represent a challenge, while for some others, the same level of challenge might be experienced in advanced philosophical (read: heavy) text.

In our experience, based on their reading exposure levels, students might be classified under four categories:

1. The Poor Reader

This category of students has had no exposure to reading in English. Most students whom we have encountered under this category come from vernacular medium schooling backgrounds (although that is not an absolute rule since even convent school educated students might belong to this category if their reading exposure has been poor.)

Consider the following excerpt, which will prove challenging for students belonging to this category:



“I was deeply embarrassed last week before a distinguished audience of sophisticated investors abroad—they virtually called me a liar. A year ago, I had reassured them that our stellar reformers—Manmohan Singh, Chidambaram and Montek—would not only ensure that our economic reforms would continue but they might even accelerate. A year later, the reforms are stuck and they were angry. I could not pretend that the reformers had become victims of coalition politics, for insiders tell me that the problem is with the Congress Party itself, which has lost the will of reform.

Luckily, I was bailed out by the Indian economy, which continues to grow robustly, and has been doing so for two decades, contemptuously ignoring our governments. The only way to explain this contradiction is that politics and economics are increasingly getting divorced in India, and we may have become like Italy, where they used to say, the economy grows at night when the government is asleep. Stephen Roach, the chief economist of Morgan Stanley, who exercises considerable influence on investor minds explains: ‘India is on the cusp of something big. After my third trip there in 18 months, I am as enthusiastic about India as I was about China in the late 1990s. What excites me is the potential for an increasingly powerful internal consumption dynamic—the missing link in most development models.’

The Cream of the Piece

If you think you belong to *the poor reader* category, your initial reading should start off with editorials of good quality national level newspapers (like *The Hindu*, *The Hindustan Times*, *The Deccan Herald*, *The Times of India*, *The Pioneer*, *The Indian Express*, etc.), analysis based articles in these newspapers and analytical articles in national level current issues magazines (like *India Today*, *Frontline*, *Week*, etc.). You can also graduate to books written in simple English (both fictional and non fictional).

2. The Average Reader

In this category, students do not have a basic problem in reading and understanding English (since most of them are educated in English Medium schools). However, what we have seen is that in spite of the advantage of having studied in English medium schools, this category of students have not developed their reading skills, simply because they have not worked towards developing their reading habits. This group of students faces

problems the moment they are confronted with a slightly complex or an unfamiliar topic. Thus, they might have no problem reading about the latest exploits of the Indian cricket team, but give them a topic about the latest advances in medical technology or for that matter, Freud's interpretation of a dream and they lose contact with the subject matter of the passage.

Consider the following extract which might prove challenging to a reader of this category:



“What reader could resist so delicious a topic: a book that sets out to explain how cuisine came to be deeply ingrained in France's cultural and intellectual make-up? Unfortunately, little of this hard-to-digest work concerns the actual history of French cuisine and how it came to ‘triumph’. Much of it seemed at embedding the subject in a sociological framework to prove that food is worthy of academic study. Accordingly, it piles on jargon, including sentences such as: ‘The cluster of activities that surround cooking and eating stakes out culinary as a privileged entry into the social order.’

This is a pity, because beneath the layers of intellectual stodge, the author, a professor of sociology at Columbia University, offers some tantalizing morsels. Almost in passing, she mentions such iconic moments as the suicide of 17th century chef Vatel, when the fish arrived late for a banquet he was preparing for Louis XIV. She also cites the banquets of the Sun king at Versailles as a defining moment in French cuisine, but sadly does not describe them. Nor does she consider the influence of his minister Cardinal Rachelieu. Yet it was in this nation-building era of the Sun King that the first specifically French cookbooks were written.”

The Cream of the Piece

If you think you belong to *the average reader* category, your reading scheme should start off with reading editorials from newspapers mentioned above, as also from Economic newspapers and should also include higher level magazines which use good quality English in their writing (like *Time*, *Fortune* and *Economist*).

3. The Good Reader

This category of reader has developed himself through consistently being in touch with reading. His/her reading exposure includes reading novels (fictional mainly), coffee table books on self development and newspapers on a daily basis. He/she will not face problems in reading and connecting to the author's message in either of the above two extracts.

However, for this level of reader, something which goes beyond his/her comfort level of reading poses a problem. Consider this extract which might pose problems for this category of reader:



Philosophers have discussed the mode of existence which belongs to works of art, debating whether they are material things or mental constructs or whether perhaps they are more correctly to be described as ‘types’ of which the mental objects which come to awareness of this or that observer in moments of appreciation are the ‘tokens’. To sturdy common sense it seems at first sight obvious that some works of art are material things: pictures and sculptures are transported from place to place in lorries; they are hung on walls or set up on pedestals; they are weighed and measured, their physical properties can be tested and verified. Yet when we consider such arts as poetry, music, and dance the case is different. Wordsworth’s *Prelude* and Verdi’s *Requiem* are unique entities which we agree to be works of art: but there is no one material thing anywhere, and no one happening, which can be identified with either of them. Moreover, as has already been seen, even in the case of painting and sculpture we ascribe to the art work properties which are incompatible with its being merely a material thing. There are important senses in which the picture which we talk about and enjoy as a work of art is not identical with the material piece of pigmented canvas which is crated and carried about in a lorry.

The Cream of the Piece

If you belong to *the good reader* category, your objective should be to raise fair level through consistently reading material that challenges your comprehension. Magazines like *Time* & *Economist* & articles/books on Philosophy, advanced Scientific texts etc. should form your daily reading scheme.

4. The Excellent Reader

This category of reader has gone beyond the levels required to connect to any of the above three extracts. He/she has typically read a lot on diverse topics and at varying levels of language usage. If you think you belong to this category, you can skim through the reading lessons and frameworks in the next part of this chapter (since we believe you might already be aware of all the points we are making). All you need to do is to continue your good work and further expand your level of exposure and increase the coverage of topics with which you are familiar.

Consider this extract, that might prove challenging to you if you belong to this level:



Man is seen as a component of this order of things, and his psychic-mental life as reproduction of the life of the cosmos, in both its material and its mode of organization. This view was advanced in the sixth century B.C. by the thinkers of the Miletian school (Thales, Anaximander, Anaximenes) and by Heraclitus of Ephesus. They were all products of the commercial-industrial and cultural centres of Asia Minor—the Greek colonial city-states*, in which new social and economic relationship were being formed, with maximum destructive effect upon the old order of tribal society.

These thinkers of classical times did not all take the same form of matter to be the primary material of the world: Thales held that this was water ; Anaximander, that it was vague, boundless essence (apeiron**); Anaximenes, that it was air; and Heraclitus, that it was fire. The “nature philosophers” of classical times, explaining the natural world as proceeding from a single, all-penetrating primary principle, supposed that the particular form of life and behaviour which language (still reflecting the level of mythological thinking) designated as “the soul”, must likewise be a manifestation of this principle.

The Cream of the Piece

Whichever level you belong to, a common objective for you as an MBA/CAT aspirant will be to increase and develop the scope of subjects with which you can claim familiarity.

To Bell the CAT

A closer analysis of the CAT question papers of the past decade reveals very clearly, that familiarity with certain topics is a must for all aspirants. Not just the passages but even the shorter Verbal Ability questions are normally extracted from one of the following topics/subjects:

- (1) Economics
- (2) Management
- (3) History
- (4) National and International Polity
- (5) Sociology
- (6) Humanities
- (7) Philosophy
- (8) Psychology
- (9) Art, Music and culture
- (10) Science and Technology (incl. Medicine and Information Technology.)
- (11) Miscellaneous

A WORD OF CAUTION: THINGS THAT DO NOT WORK

Why Speed Reading Does Not Work, and in Fact is not Needed

There are a lot of books and trainers around who talk about speed reading, promising inexperienced readers a never before and almost magical jump in their reading abilities. However, in our experience of training thousands of students, we have seen the futility of speed reading techniques. The fact that the ‘magic’ wears off the moment you try to read anything outside the provided exercises has been a constant in our years of experience of having

trained students. In fact, the moment a ‘speed reading trained student’ is confronted with something remotely heavy, the speed reading techniques stop working.

The basic reason why these reading techniques do not work under the examination reading conditions is that these techniques are designed for sparse and easy reading materials. (Speed reading is typically defined for ordinary, non technical matter). On the contrary, the passages and extracts used in the CAT, XLRI and other top management entrance exams are dense in terms of their content. They contain too much information and any attempt at skimming and scanning (which are recommended speed reading techniques) result in a loss of comprehension. Sometimes, missing on a crucial sentence might just end up making you lose your connection with the author totally.

Furthermore, at what speed (in words per minute) do you think you need to read in order to do well in the RC section? Take a guess... 400, 500, 700, or even more??? Incidentally, these are the kinds of reading speeds that speed reading books promise you that they will help you achieve.

Now consider this fact. A typical CAT passage is anywhere between 800 to 1200 words. The questions further form approximately 300 to 500 words. This means that in order to read a passage and solve the questions, all you need to do is read and completely understand anywhere between 1100 to 1700 words. CAT 2005 had 3 passages constituting 20 marks in all, and students had approximately 20 to 22 minutes to solve the same. A total of 3073 words — translates to a ridiculous reading speed requirement of 139.68 words per minute if you want to solve all the three passages. If you add the fact that most successful CAT aspirants solved only two out of the three passages, the statistic becomes even more ridiculous—especially in the light of the tall claims of 600 to 800 words per minute that these speed reading trainers and books claim that they can help a student achieve. Looking at it from another angle—if someone was able to achieve these reading speeds he/she should have been able to complete the 20 marks in the RC section in CAT 2005 in about five minutes flat!! Doesn’t happen, does it?


To Bell the CAT

A look at CAT 2003 gives a similar picture:

5702 words in five passages (including their questions) were required to be read for 25 questions (reading speed of 228.08 wpm if you were, to solve all five passages). CAT qualifiers attempted at most, 3 passages out of the five, in about 25 minutes. This required a reading speed of approximately 134 wpm.

Where does the need for speed reading arise? It simply does not.

OceanofPDF.com



The Seven Dimension Approach to Better Reading Skills

Two chapter

INTRODUCTION

The reading skills that you need to develop to improve your reading ability can be categorised into seven dimensions, which are divided into Basic and Advanced reading skills:

Basic Dimensions	<p>Dimension 1: Understanding Vocabulary in Context</p> <p>Dimension 2: Identifying and Understanding Ideas</p> <p>Dimension 2(A): Identifying and Understanding Main Ideas</p> <p>Dimension 2 (B): Identifying Implied Main Ideas</p> <p>Dimension 3: Identifying Supporting Details</p> <p>Dimension 4: Identifying Relationships between Ideas</p> <p>Dimension 4 (A): Understanding the Use of Transitions</p> <p>Dimension 4 (B): Idea Organization patterns.</p>
Advanced Dimensions	<p>Dimension 5: Identifying Facts, Opinions and Inferences.</p> <p>Dimension 5 (A): Facts and Opinions</p> <p>Dimension 5 (B): Inferences</p> <p>Dimension 6: Identifying Purpose and Tone</p> <p>Dimension 7: Recognising Arguments and their Common Structures.</p>

Fig. 2.1 Seven Dimensions of Reading Skills

BASIC DIMENSIONS OF READING SKILLS

Dimension One: Developing the Ability of Understanding Vocabulary in Context

As mentioned above, any piece of writing is a sequence of words, sentences and paragraphs. The *word* is the most basic building block of any piece of writing.

During the process of reading, we often come across situations where we are unaware of the meaning of particular words. The presence of unfamiliar words in a piece of writing might lead to one of two types of situations:

- (a) The meaning of the word totally breaks the comprehension of the sentence, leading to uncertainty in the interpretation of the passage.

Consider the following example:



(i) And the courtier said “ May I *genuflect*?”

(ii) Since, Ecuador’s presidents are limited to one term, Mr.Gutierrez might also back his former boss. If so, things really could get *loco*.



● In each of the above sentences, the italicised words make the reader lose comprehension with what the author is trying to get across. Unless you happen to know the exact meaning of the word, you will be at a loss to understand the author’s message. The best you can do is to create alternatives in your mind with respect to what the particular word could mean.

(b) The meaning of the word can be understood (or pieced together) based on the context in which it is used.

If you were asked to define the words *testimony*, *charismatic* or *clannism*, you might face some discomfort. However, if you saw these words in sentences, the chances are that you would come up with fairly accurate meanings of the same words.

Consider the following examples. See whether you can define the words in italics in the following three sentences:



Judge John Hass imposed a publication ban on the *testimony* of Philip Sartre, former head of Amans and Mather, an advertising agency, as he is to stand trial on fraud charges.



● Here, the word *testimony* means statement.



The *charismatic* leader’s home coming will further complicate Ecuador’s already turbulent political scene.



● Here, *charismatic* means magnetic.



The revival of village *clannism* is among the party’s main worries about it’s grip on rural stability. In Beihe, more than half of the villagers share the surname Zhang. Among the rest, Yan is the biggest clan.



● Here, *clannism* means the tendency to stick to one’s tribe or family.

In each of the above sentences, the context (the previous and the following words and ideas) provides us with clues for defining the unfamiliar word.

In most situations, the meaning of the word can be derived from the context of the passage. However, this is an ability that gets better with use.

Picking Contextual Clues Generally, contextual clues are seen in the form of:

- (a) Illustrations & Examples
- (b) Cause & Effect relationships
- (c) Synonyms (Parallelisms or similarities)
- (d) Antonyms (Opposites or contrasts)
- (e) General sense of the paragraph or passage.

Let us now look at examples of each type one by one:

(A) Illustrations or examples One of the ways of making a point which is commonly used by authors is through the use of illustrations or examples to reiterate the point. In such cases, if the unfamiliar word has an illustration or an example to support what it means, it provides us with a contextual clue for solving the question.

Let us look at the following examples:



1. The **impoverished** state of the castle told a sorry tale of holding on to past glories—the walls were barren, the paint had peeled off and the glory of the past had clearly worn off.

In the above sentence, **impoverished** means:

- (a) poor (b) rich
 - (c) inadequate
2. His **obsequious** nature made him a favorite of all—he only had complimentary words to say about everybody.

In the above sentence, **obsequious** means:

- (a) Deceiving (b) Critical
- (c) flattering



● In the first sentence above, the examples provided to illustrate, impoverished, clearly point to ‘poor’ as its meaning. In the second, the illustration provides only one meaning, i.e., flattering, to the word in the context of the sentence.

(B) Cause & effect Cause and effect relationships are again very commonly used in most writing structures. If we come across an unfamiliar word in either the cause or the effect of a cause-effect structure, the context is likely

to tell us what the intended meaning of the word is. This principle is amply illustrated in the example below:



Asked to explain the **rosier** outlook, manufacturers cite one factor above all—the sharp decline in interest rates in the past five years, which besides beautifying company balance sheets is encouraging consumers to borrow, to buy cars, for example and build houses.

In the above sentence, **rosier** means:

- (a) Optimistic (b) pessimistic
- (c) Indifferent



In the sentence, **rosier** obviously means optimistic, considering the illustrations in the later part of the sentence. The **cause-effect** relationship is extremely clear here. Dropping of interest rates has led to improved company balance sheets, as well as to greater demand in the form of consumers buying cars and building houses. The effect of all this has been to create an optimistic outlook on the part of the manufacturers.

(C) Synonyms (Parallelisms or similarities) Often, context clues occur in the form of synonyms— wherein one or more words mean the same as the unfamiliar word. The presence of the synonym gives a context clue that is useful to understand the meaning of the unfamiliar word.

Consider the following examples where the italicised word has its synonym in the form of the emboldened word/s.



1. The **exhilaration** experienced by the parents when their child starts to walk is common to all cultures. The child's first steps give a feeling of **intense happiness** to the parents.
 2. Coming face to face with his first love, left Sameer in a **poignant** mood. He was **touched** by the irony of the situation.
 3. The **felony** committed by the robber was sure to make him pay. After all, serious **crime** seldom goes unpunished.
 4. Although he had sworn not to **divulge** her secret, he **revealed** it to his best friend, Rajeev.
 5. The **emancipatory** or **liberatory** significance of situating ordinary life and the world of duality and dualism in terms of a philosophy of non duality, lies in the fact that ultimately most of the categorical errors, those deep fundamental errors constitutive of our misunderstanding of being, which are at the same time constitutive of the superficial, oppressive and mystifying levels of social beings which dominate and screen our life world, is the fact that they turn on misidentifications.
 6. Let us look at how a block operates, how potentially free, unbound energy becomes *fixated* or **stuck** or alternatively—in the case of a weakness of attention/one-pointedness/mindfulness—becomes *dissipated* or **dispersed**.
-

(D) Antonyms (Opposites or contrasts) Just like same meaning words, there are situations where opposite meaning words give the contextual clues. Antonyms normally are signaled by a contrast statement/phrase, like however, on the other hand, but, yet, as against, although, etc.

Consider the following examples. In these examples, the italicised words are antonyms (have opposite meanings):



1. Although my grand father was always **profuse** in his criticism, his praise was always **scarce**.
 2. A **sedentary** lifestyle is the root cause of all diseases, hence, regular exercise to stay **active** is a must to prevent disease.
 3. The **homogeneity** of the mixture was broken by the presence of a **variety** of stuff in it.
-

(E) General sense of the paragraph or passage In many cases, the contextual clues can be seen on the basis of the general sense of the paragraph (or sometimes, even the entire passage.)

Consider the following paragraph as an example.



Oddly, things are looking up for American International Group (AIG). Yes, the **embattled** global insurer has admitted overstating past earning and has postponed filing its financial statement with the Securities and Exchange Commission(SEC), provoking questions about how much the company is really worth; yes, there was an embarrassing **kerfuffle** between lawyers over the possible removal of critical documents in Bermuda; yes, regulators are looking through an ever-expanding list of suspect deals; and yes, Maurice “Hank” Greenberg, the brilliant executive who built AIG, has been forced to sever his formal ties with the firm. But a company as aggressive as this has faced litigation before. Even as the headlines seem ever more dire, AIG and Mr. Greenberg already looked poised for a modest comeback.

In the context of the above paragraph:

embattled means:

- (a) Healthy (b) Profitable
(c) Stressed or beleaguered



The answer is obviously, stressed, and this can be deduced from the overall meaning of the passage.

Kerfuffle means:

- (a) dialogue (b) talks (c) **commotion**



The answer is obviously, c.

In your normal everyday reading exercises, try to identify sentences and paragraphs where contextual clues fitting in one of the patterns above, help you to understand the meaning of a word with which you were unfamiliar.

Dimension Two (A): Ability to identify and understand Main Ideas

The ability to identify main ideas is perhaps the most important factor for good reading skills.

The main idea is the answer to the question: What is the main point that the author is trying to make in the paragraph?

For instance, read the following paragraph:



Most people do not worry much about physics or politics when for example, they look at the colours of a rainbow. Nor do they pause much when they use a remote control for their T.V. set, talk on the mobile phone, listen to the radio, cook food in their microwave oven, open their car door from a distance, or surf the internet without wires. Yet, these are all phenomena of electromagnetic radiation. How humans harness electromagnetic waves— and specifically those in the radio frequency part of the spectrum—has become so important that old and new ways of thinking are now lining up for a tense confrontation that will affect numerous businesses and billions of consumers.

The old mindset, supported by over a century of technological experience and 70 years of regulatory habit, views spectrum—the range of frequencies, or wave lengths, at which electromagnetic waves vibrate—as a scarce resource that must be allocated by government or bought and sold like property. The new school, pointing to cutting edge technologies, says that spectrum is by nature, abundant and that allocating, buying or selling parts of it will one day seem as illogical as, say, apportioning or selling sound waves to people who would like to have a conversation.



What is the main point that the author is trying to make in this paragraph? In order to discover the main idea, you should first determine the topic being discussed. In the above paragraph, for example, the topic is ‘harnessing of electromagnetic radiation’. The main idea is that ‘old and new ways of thinking are confronting each other with respect to the way we are harnessing electromagnetic waves.’

The main idea is something like an umbrella idea—the author’s primary point about the topic. All the other material in the paragraph falls under the main idea (and is called the supporting detail, which consists of examples, illustrations, causes and reasons, evidence in the form of factual information, etc.).

(A) The Concept of the Idea Sentence In a paragraph, authors often present the main idea to the readers, in the form of a single sentence, called

the **‘Idea Sentence’**. For example, in the given extract both the topic and the point about the topic are expressed in the last sentence of the first paragraph. Thus, the outline of the above paragraph can be shown as:

Topic: Harnessing of Electromagnetic radiation.

Main idea (as expressed in the idea sentence): There is a conflict of opinion about the harnessing of electromagnetic radiation between the old and the new way of thinking.

Supporting details:

1. The old way of thinking is that the spectrum of radiation is a scarce resource and its scarcity must be respected by making people buy and sell it like property.
2. The new way of thinking is that the spectrum is abundant by nature and buying and selling it will seem illogical one day.

The Cream of the Piece

You should always remember that the topic is the subject of a selection. It is normally expressed in a few words. Since Reading Comprehension passages do not have the topic mentioned, your first objective while reading a passage should be to identify the topic of the passage. In such a case, the question—‘Who or what is the passage about?’, is a useful question to ask oneself, as the answer to this question is the topic of the selection.

Once you have found the topic of the selection, the next step is to find the main idea which the author is trying to convey. For this purpose, you should ask yourself the question: ‘What is the main point of the author about the topic?’

Note that it is not necessary that authors present the entire main idea of the paragraph in one sentence.

Sometimes, the main idea might be distributed across two to three sentences in the paragraph.

Consider the following selections. The topic and the idea sentence/s in each of these passages have been described below it.



They have a dismal track record when it comes to predicting economic growth, exchange rates or the direction of the stock market. So, you might have expected economists to despair at the thought of forecasting sports result. Not at all. Efforts to work out the numbers of medals which countries are likely to get in the Athens Olympics, which start on August 13th, are well under way.



The topic is forecasting sports results and the last sentence is the idea sentence.



“You want rubies! We can do business!” the anonymous caller promised a lucrative deal over the phone: stump up dollars in advance and he would produce a glittering hoard in Johannesburg. But your correspondence refused; so the caller instead produced some colorful abuse, sneered at British sexual prowess, and hung up.

It is rare for any attempted African scam to be executed so inelegantly. Advance-fee frauds often lure victims to part with tens of thousands of dollars on the promise of huge, but somehow plausible, later gains. Nigerians, especially, are renowned for elaborate and persuasive tales: “my uncle the president, died leaving me a million to smuggle to your country; let me use your bank account to hide the cash and you will get a slice; oh, and pay me a few thousand dollars in advance for handling fees”.



The topic and the main idea are visible in the second sentence of the second paragraph. The topic is ‘advance fee frauds in Africa’ and the main idea is—what is done in these frauds.



“Our everyday life is much stranger than we imagine, and rests on fragile foundation.” This is the intriguing first sentence of a very unusual new book about Economics, and much else besides: “The company of Strangers”, by Paul Seabright, a professor of Economics at the University of Toulouse. Why is everyday life so strange? Because, explains Mr Seabright, it is so much at odds with what would have seemed, as recently as 10000 years ago, our evolutionary destiny. It was only then that “one of the most aggressive and elusive bandit species in the entire animal kingdom” decided to settle down. In no more than the blink of an eye, in evolutionary time, these suspicious and untrusting creatures, these “shy, murderous apes”, developed co-operative networks of staggering scope and complexity—networks that rely on trust among strangers. When you come to think about it, it was an extraordinarily improbable outcome.



The topic is the ‘unlikely evolution of the human species’ and the idea conveyed is that the human species has moved ‘from being an aggressive and elusive bandit species to a species which has developed cooperative networks of staggering scope and complexity, something that seemed highly unlikely in the context of what was our evolutionary destiny’.



“In the first weekend of every August, the town of Twinsburg, Ohio, holds a parade. Decorated floats, cars and lorries roll slowly past neat, white houses and clipped lawns, while thousands of onlookers clap and wave flags in sunshine. The scene is a perfect little slice of America. There is though, something rather strange about the participants: they all seem to come in pairs. Identical twins of all colours, shapes, ages, and sizes are assembling for the world’s largest annual gathering of their kind.

The Twinsburg meeting is of interest to more people than just the twins themselves. Every year, the festival attracts dozens of scientists who came to prod, swab, sample and question the participants. For identical twins are natural clones: the odd mutation aside, they share 100% of their genes. That means studying them can cast light on the relative importance of genetics and environments in shaping particular human characteristics.”

● The topic is ‘identical twins’ and the main idea as expressed in the second last and last sentences of the second paragraph is that ‘studying identical twins can help us understand better, the relative importance of genetics and environment in shaping particular human characteristics.’

● “The twin rule of pathology states that any heritable disease will be more concordant (that is, more likely to be jointly present or absent) in identical twins than non-identical twins—and in turn, will be more concordant in non-identical twins than in non-siblings. Early work, for example, showed that the statistical correlation of skin mole counts between identical twins was 0.4, while non-identical twins had a correlation of only 0.2 (A score of 1.0 implies perfect correlation, while a score of zero implies no correlation). This result suggests that moles are heritable, but it also implies that there is an environment component to the development of moles, otherwise, the correlation in identical twins would be close to 1.0.

● The topic is ‘the twin rule of pathology’ and the main idea about it is ‘the relative concordance of heritable diseases between identical twins, non identical twins and non siblings. The idea sentence here is the first sentence of the selection. (In this case, the topic is also in the same sentence.)

The Cream of the Piece

1. The idea sentence is usually supported by all the information in the remaining part of the paragraph. Hence, a useful way to check if you have got the idea sentence and hence, the main idea correctly is by asking yourself the question—“Is the sentence you have identified as the idea sentence supported by all the other material in the paragraph?”
2. Be careful not to select a topic that is too broad or too narrow.
3. The idea sentence can occur at either the start or the middle or the end of the paragraph. Paragraphs could be written in any of the following structures.
 - A. Idea Sentence at the start of the paragraph (within the first two sentences). This is the most commonly used structure in writing. In such cases, the paragraph can follow any of the following structures:
 - (i) **Idea Sentence**—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment —Supporting Detail/comment
 - (ii) Introductory detail/comment/question—**Idea Sentence**—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment.
 - B. Idea Sentence in the middle of a paragraph (Beyond the first two sentences). In such cases, the paragraph would typically follow the following structure:
 - (i) Introductory detail/comment—Introductory detail/comment/question—**Idea Sentence**—Supporting Detail/comment—Supporting Detail/comment —Supporting Detail/comment
 - C. Idea Sentence at the end of the paragraph will follow the following structure:
 - (i) Introductory detail/comment—Supporting Detail/comment—Supporting Detail/comment—**Idea Sentence**
 - D. Idea Sentence at the beginning and the end of the paragraph

Some authors like to make a point at the beginning of the paragraph and reiterate it at the end of the paragraph. In such cases, the following structure will be used:

Idea Sentence—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment/question—**Idea Sentence**

Whatever, we have been discussing above has been in the context of single paragraphs. How does it apply to a reading comprehension passage? This is a very obvious query that comes to mind. Well, the answer is that in a long passage consisting of 4–5 paragraphs, each paragraph will have its own main idea (or its own theme). This is due to the fact that the main idea of the entire passage is broken down into its component parts. What you need to realize is that just as the alphabet is the building block of a word and the word is the building block of the sentence, so also the paragraph is the building block of the passage. Just as we need to read all the alphabets used in the formation of a word in order to make sense of the word, and just as we need to read all the words in a sentence in order to make sense of a sentence, similarly, we need to read and grasp each paragraph of a passage to get the true meaning of the entire passage.

Comprehending individual paragraphs without linking them, often leaves us with an incomplete idea structure. Seen from the author's point of view, the writing process as described earlier, is: he/she formulates the main idea in his mind and then breaks it down into its component parts. Each component part is then normally put into separate paragraphs and the supporting details filled in to complete the passage.

Dimension Two (B): Identifying Implied Main Ideas

Many a times, the main idea may not be expressed inside one sentence. In such cases, authors typically imply or suggest a main idea without actually stating it clearly in one sentence. In such cases, the reader needs to be able to figure out the main idea by stringing together multiple statements giving the idea. Even in such cases, the main idea will be got by the answer to the question:

What is the main point that the author is trying to make in the paragraph? The only difference will be that the answer to the question will not be found in one or more idea sentences.

In fact, it will not be stated anywhere in the paragraph. In such cases, the main idea gets identified by the fact that most of the supporting details will be pointing towards the implied main idea. The student is encouraged to locate and experience such situations in his/her normal reading exercises.

For Your Better Understanding

In the following paragraphs, identify the topic and the idea.

1. Even by the standards of ASEAN, it was a dismal performance. The leaders of the other nine members of the Association of South-East Asian Nations used their summit in Bali this week to ladle praise on Myanmar for its “positive” and “pragmatic” recent policies. These, it appeared, meant the transfer of Myanmar’s most famous citizen, the Nobel laureate Aung San Suu Kyi, from prison to house arrest, and the publication of a “road map” for democracy. Since a return to democracy has been promised by Myanmar’s current junta ever since it took power in 1988, and since Miss Suu Kyi won an election in 1990 that has never been recognised, the Myanmar map looks as forlorn as the Middle Eastern one.

The disgraceful treatment meted out to Miss Suu Kyi is only the most obvious outrage committed by South-East Asia’s most repressive and incompetent government. The generals do not just imprison thousands of political prisoners: they have turned their country into a place where life expectancy has collapsed to around 55, and growth has vanished. The World Health Organisation ranks the efficacy of Myanmar’s health system at 190 out of 191 nations.

Topic : _____

Main Idea : _____

2. In Pakistan—they are katchi abadis, in Cuba—focos isalubres, in India—bustees and in Brazil—favelas. Whatever the local name of slums, there are a lot of them and they are growing fast. A new

report, “The Habitat,” by the United Nations agency responsible for “human settlements”, says that in 2001, just under a billion people were living in slums—about a third of the world’s city dwellers. In the last decade, urban populations in less developed regions increased by a third. On present trends, says the UN report, 2 billion people could be living in slums by 2030.

In Africa, many parts of the middle East, Latin America and Asia, migrants are leaving farm land which is unable to support them, and arriving in cities which are unprepared to deal with them. This has been a long term trend, and is unlikely to abate no matter how awful the slums become. In 1800, only 2% of the world’s population was urbanized; by 2008, more than half of the world will be. Because such migration is so predictable, and long established, it might seem surprising that many governments are ill-equipped for it. But there is little new in that either: the now—rich countries fared just as badly when their cities first began to grow rapidly.

Topic : _____

Main Idea : _____

3. The main factor in the California recall election is the economically underestimated effect of charisma, or rather Governor Grey Devis’s utter lack of it. No one can calculate the cost of having uninspiring leaders but we would do well to consider past American presidents.

America struggled in the Depression, but eventually rebounded under brilliant Franklin Roosevelt, in spite of the war. We boomed under the spell of dashing young John Kennedy and declined under smart-but-creepy Richard Nixon and dull Gerald Ford. We muddled along under earnest Jimmy Carter and boomed, after a rough start, under ebullient Ronald Reagan. We fell into recession under the often-unintelligible George Bush senior and then boomed under charming Bill Clinton, before declining once again under plain-spoken George Bush junior. Mr. Davis’s problem is that he is

perceived not only as ineffectual but insipid; a bad combination for any leader.

Topic : _____

Main Idea : _____

4. Pre-Election budgets are not what they used to be. Once upon a time, governments could be relied on to ply the electorate with extravagant giveaways in the run-up to polling day. But today's voters are an edgeable-lot, so a more subtle approach is required. Gordon Brown's second pre-election budget, like his first, avoided traditional tax bribes to the electorate as a whole. Instead, Britain's chancellor opted for a selection of sweeteners, carefully directed at vital electoral target groups such as pensioners, poorer families and aspiring home-buyers.

But the similarity between the two budgets ends there. In 2001, the public finances were exceeding healthy. Including measures announced in his pre-budget report, Mr. Brown was able to give away £8 billion (\$12billion) in the fiscal year ahead while still forecasting a comfortable surplus. In this budget, Mr. Brown was in a much weaker position. Even the wee sweeties he handed out were far too much, bearing in mind how bad the figures now look.

Topic : _____

Main Idea : _____

5. The World Bank is the world's biggest development agency—a sprawling bureaucracy that is extremely difficult to run well. Its leader needs to know about development, be able to articulate a workable vision and be a good manager. Mr. Wolfowitz scores passably on two counts. He is not an economist or a banker, but has

first-hand experience of developing countries. He has public-sector management experience—not least as number two at the Pentagon, although the bungling in Iraq raises questions about just how good his management skills are.

The biggest concern is that Mr. Wolfowitz is an idealist some would say a Utopian, whose career has been guided by zeal to bring democracy to the world—regardless of what the world might make of that ambition. Thus far,—Mr. Wolfowitz has focused on the relationship between democracy and security, but his belief in the power of democracy will surely colour his views of economic development as well.

Topic : _____

Main Idea : _____

6. If one considers how Nigeria has handled its oil revenues over the past 30 years, its quest for debt relief seems laughable. Its oil wells have yielded hundreds of billions of dollars, which its politicians have largely stolen or squandered. Nigeria is scarcely less poor than before its oil boom began. And, since successive governments borrowed against future oil receipts and wasted that money too, the country is saddled with some \$34 billion in foreign debt. Such a record suggests that extra cash freed up by debt relief would be frittered away.

But look at the past year and a half, and a different picture emerges. A new economic team, led by the finance minister, a former World Bank Director called Ngozi Okonjo-Iweala, has made strenuous efforts to impose discipline. Recent high oil prices have generated an unexpected revenue surplus, which previous Nigerian governments would have spent. This one has saved it, on the wise assumption that prices will eventually fall. The federal government has also cajoled Nigeria's 36 states to save their share of the windfall. This is unprecedented. State governments are powerful,

jealous of their prerogatives and often the kind of folk who, ahem, are glad that a governorship confers immunity from prosecution.

Topic : _____

Main Idea : _____

7. Will China and Russia be the new Axis of Oil? Supply and demand trends, plus this week's surprise from the OPEC cartel, suggest that these emerging giants may yet up-end energy market.

With oil prices above \$30 a barrel, OPEC was not expected to cut output quotas at its meeting in Algeria this week, merely to clamp down on quota busting, which adds some 1.5m barrels per day (bpd) to official quotas of 24.5m bpd. But, on February 10th, it agreed to cut quotas by 1m bpd from April.

Why? "The second quarter is a bad quarter," explained one oil minister. He was talking of the risk of price collapse as the northern-hemisphere winter (when demand peaks) gives way to warmer spring (when oil use declines). Yet, OPEC may be playing with fire. Edward Morse of HETCO, an energy trader, points out that inventories are currently unusually low. Even if OPEC cuts output by half of what it threatens, he says, there may still be sharp price spikes: "There's no cushion left."

Topic : _____

Main Idea : _____

8. There are now, according to Ben Bradshaw, a farming minister, about 1.5m deer roaming Britain—more than at any time since the last Ice Age. One reason is milder weather. Another is that farmers increasingly sow grain and rape seed in autumn rather than spring, because crops grow more vigorously in spring and so produce better

yields. That provides fodder for deer in winter. At last, it seems, an agricultural technique which improves farmers' profits and boosts wildlife.

Not quite. Autumn planting may help see deer through hard times. But it is also blamed for a decline in numbers of certain bird species. Graham Appleton, of the British Trust for Ornithology, says that autumn and winter planting means less grain lying around fields in winter. Naturalists think that may explain why corn bunting numbers are down by 41% since 1994, grey partridge by 18% and yellowhammer by 13%. Autumn-seeded crops also grow all too quickly for field nesters such as skylarks (down 14%).

Topic : _____

Main Idea : _____

9. The poison pill is one of the most egregious creatures of American corporate law. It exists to stop shareholders enjoying their full ownership right by threatening, if triggered, to dilute the value of those shares in certain circumstances by a firm's board. They first caught on in the 1980s, when boards used them to deter hostile takeover bids—hostile atleast, to the board, though not necessarily to shareholders.

How strange, then, to find a poison pill being used (seemingly) in a good cause, against somebody who has (apparently) given many shareholders a lousy deal. This is the latest twist in the remarkable affair involving Hollinger International, a newspaper group, and its long time controlling owner, Conrad Black. This week, Hollinger International board launched a campaign, including the creation of a poison pill, to stop Lord Black selling control of the firm to wealthy Barclay brothers.

Topic : _____

Main Idea : _____

-
-
10. A new computer virus, the fastest spreading ever, was this week making the rounds among unprotected computers running on Microsoft Windows. Such incidents of online vandalism by what are often presumed to be geeky teenage hackers are, sadly, routine. But this virus, called MyDoom by some and Novarg by others, seems to be of a different nature—conspiratorial and political. That is because its main feature, besides humiliating Microsoft, is to turn infected machines into weapons against a controversial company called SCO.

SCO, a tiny software firm in Utah, and Microsoft, the world's largest software firm, have only one thing in common. Both are passionately hated by "open-source" software programmers, who typically believe that computer code should be freely shared instead of sold as property. Microsoft is hated chiefly because it represents the opposite model, proprietary software, and because its operating system, Windows, is the main rival to Linux, the best-known open-source software today.

Topic : _____

Main Idea : _____

The Solutions

1. *Topic :* Myanmar's failure in ASEAN
Main Idea Sentence : Even by.... recent policies (First two sentences)
2. *Topic :* Spiraling Slums
Main Idea: Whatever the local name of slums, there are a lot of them and they are growing fast.
3. *Topic :* Economic effects of Inappropriate Leadership

Main Idea : No one can calculate the cost of having uninspiring leaders but we would do well to consider past American presidents.

4. *Topic* : Gordon Brown's Pre-Election Budget

Main Idea : Gordon Brown's second pre-election budget, like his first, avoided traditional tax bribes to the electorate as a whole.

5. *Topic* : Mr. Wolfowitz's Selection as World Bank chief

Main Idea : Its leader needs to know about development, be able to articulate a workable vision and be a good manager.

6. *Topic* : Nigeria's changing face

Main Idea : A new economic team, led by the finance minister, a former World Bank Director called Ngozi Okonjo-Iweala, has made strenuous efforts to impose discipline.

7. *Topic* : A surprise cut in oil supplies.

Main Idea : Price collapse as the northern-hemisphere winter (when demand peaks) gives way to warmer spring (when oil use declines).

8. *Topic* : Deer Oh! Dear

Main Idea : Farmers increasingly sow grain and rape seed in autumn rather than spring, because crops grow more vigorously in spring and so produce better yields. That provides fodder for deer in winter.

9. *Topic* : A new use for the poison pill

Main Idea : It exists to stop shareholders enjoying their full ownership right by threatening, if triggered, to dilute the value of those shares in certain circumstances, by a firm's board.

10. *Topic* : Computer security

Main Idea : This virus, called My Doom, seems to be of a different nature—conspiratorial and political. That is because its main feature, besides humiliating Microsoft, is to turn infected machines into weapons against a controversial company called SCO.

Now we will graduate from **Understanding Paragraphs** to **Understanding Passages**

Dimension Two (C): Identifying Central Points

A passage is a series of paragraphs connected to each other through a logical idea flow. Each paragraph has its own main idea. However, when the ideas of each of the paragraphs are connected to each other, one idea stands out as it is surrounded and supported by all the ideas of the passage. Besides, it will also be supported by the details throughout the passage. Such an idea, then, is called the central idea or the central point of the passage.

The Cream of the Piece

Some useful questions that need to be answered in order to determine the central point of the passage are:

“What is the idea that the author is consistently referring to throughout the passage?”

“With what point are all the ideas in the passage connected to?”

“What central idea is supported by all the supporting details in the entire passage?”

The answer to one or more of these questions will help you to identify the central point of the passage.

Being able to identify the central point is a critical skill in the development of RC skills. The student should concentrate on honing this skill through his/her reading exercises. We have demonstrated this skill as applied to actual CAT passages in the detailed solved CAT passages at the end of this chapter.

Dimension Three: Ability to Predict and Identify Supporting Details

Supporting details are generally in the form of illustrations, reasons, factual evidences, examples, etc. that explain a main idea.

Since supporting details are always supportive of the main idea, developing the skill to predict, an oncoming supporting detail, or to identify the supporting detail when you see one is closely related to the ability to identify main ideas—something we saw in detail in the previous Dimension.

Let us look closely at some of the ways of putting in supporting details.

1. Supporting Details as Examples Read the following extract, where the supporting details appear as examples.



Some decisions will be fairly obvious—“no-brainers.” Your bank account is low, but you have a two week vacation coming up and you want to get away to some place warm to relax with your family. Will you accept your in-laws’ offer to free use of their Florida beachfront condo? Sure. You like your employer and feel ready to move forward in your career. Will you step in for your boss for three weeks while she attends a professional development course? Of course!



Here, The topic and main idea come out of the first sentence of the paragraph. The supporting details are in the form of examples which make the main idea clearer. There are two supporting details:

Supporting Detail 1: Your bank account is low, but you have a two week vacation coming up and you want to get away to some place warm to relax with your family. Will you accept your in-laws’ offer to free use of their Florida beachfront condo? Sure.

Supporting Detail 2: You like your employer and feel ready to move forward in your career. Will you step in for your boss for three weeks while she attends a professional development course? Of course!

2. Supporting Details as a Reason or a Series of Reasons: Read the following extract, where the supporting details appear as reasons.



Is your credit card your biggest source of worries? Unsolicited calls, indecipherable language, hidden charges, rude customer (un)care executives... Well, the Reserve Bank of India has just put an end to all these unfair practices. Arm yourself with details of the RBI notification and make sure you throw the rules at the bank if you are troubled again.

To begin with, banks have been asked to keep the language simple. Most important terms and conditions should be highlighted and advertised, and sent separately to customers. RBI has also instructed card issuers to dispatch bills on time and the customer should be given at least one fortnight for making payments before the interest is charged. Banks should quote annualised percentage rates on cards and the rate along with the annual fee should be shown with equal prominence. The RBI has also directed banks to provide explanation to the customer within 60 days if he questions any bill. Besides, the credit card companies would be responsible for all acts of omission or commission of their agents, so they should be extremely careful about the quality of service while out-sourcing various credit card operations. Further, the banks should ensure confidentiality of the customer’s records and privacy.



Here, the topic is credit card companies, while the main idea is the RBI’s putting an end to the unfair practices of credit card companies. (These are seen in the first two sentences.)

There are four supporting details in the second paragraph.

Supporting Detail 1: To begin with, banks have been asked to keep the language simple.

Supporting Detail 2: The RBI has also directed banks to provide explanation to the customer within 60 days if he questions any bill.

Supporting Detail 3: Besides, the credit card companies would be responsible for all acts of omission or commission of their agents.

Supporting Detail 4: Further, the banks should ensure confidentiality of the customer's records and privacy.

Consider another example which includes both reasons and examples as supporting details:



Foreign jaunts on business, after the first few times, can get rather boring. Jet lag, early morning meetings, bad weather, local language, and even bland food can turn these trips into a chore rather quickly. Software professionals soon realise that there are just so many parks or castles you can visit when you are in the US or Europe. You can get used to countries rather quickly. If you have been visiting Korea a few times, chances are that you are no longer thrilled about going to Taiwan even if it has a completely different history.

There is a way around it. You could try collecting old maps, for instance. Pradip Shah, a seasoned finance professional, still looks forward to his trips to Manhattan, even if they are just for a couple of days. And that's after years of going to the US. His visits to Amsterdam include a mandatory visit to the same shop on the Dam Street for as long as he can remember. And in Sydney and London, it is the same story. Shah's rendezvous has everything to do with maps. He collects them and puts them up in his office in South Mumbai.



In the first paragraph above, the supporting details are first given in the second sentence of the paragraph, in the form of reasons. The sentence 'Jet lag, early morning meetings, bad weather, local language, and even bland food can turn these trips into a chore rather quickly,' gives a set of reasons for the main idea—'why foreign business jaunts can get rather boring.'

These are followed by two examples as further supporting details—

There are just so many parks or castles you can visit when you are in the US or Europe.

If you have been visiting Korea a few times; chances are that you are no longer thrilled about going to Taiwan, even if it has a completely different history.

In the second paragraph, the author gives us one way of avoiding the boredom—collecting maps. Pradip Shah's example and the three examples he uses to explain what he does are supporting details in the form of examples.

Supporting Detail: His visits to Amsterdam include a mandatory visit to the same shop on the Dam Street for as long as he can remember.

Division of Supporting Details into Major and Minor Supporting Details: In the last paragraph of the above passage, we came across an

instance of major and minor details. Let us first understand the distinction between the two. We will then look at how the two are present above.

The Cream of the Piece

In any piece of writing, the **major details** are used to explain and develop the main idea. **Minor details**, on the other hand, help to explain and clarify the major details.

For instance, in the last paragraph of the above passage, the example of Pradip Shah has been taken to explain the strategy of collecting old maps as one of the ways of getting over boredom. Pradip Shah represents the major detail, while the specific examples of Manhattan, Amsterdam, Sydney and London have been used in order to explain and clarify the major detail.

Strategies for Identifying Supporting Details Apart from the fact that you need to practice these skills more and more, there are some specific strategies that will help you predict upcoming supporting details.

Strategy One: Anticipating Lists When the author uses what can be called a ‘list word’, as a reader you can predict an oncoming list (of reasons, causes, effects, examples, factors, merits/demerits, etc).

Being prepared for the same will help you better map the author’s idea structure. Some words that announce an oncoming list are:

1. A few
2. Some
3. A series of
4. Several
5. A number of
6. First of all
7. Sometimes, the author might use a specific number to prepare you for an oncoming list. Thus, he might use something like—Three specific reasons, Two examples, etc.
8. Another common structure used by authors involves the relative grading of the components of a list. Thus, the author might talk about **Principal and subsidiary reasons or effects**

Strategy Two: Identifying Additions: Additions introduce major details. Words that announce additions include:

- | | |
|-------------------|-------------------|
| 1. On top of | 2. Moreover |
| 3. Also | 4. In addition to |
| 5. Next | 6. After this |
| 7. Lastly | 8. Firstly |
| 9. Secondly, etc. | |

The Cream of the Piece

Mind Mapping—Understanding the structure of the passage to get a better grip of the same: As already explained earlier, your objective while reading is to create your own skeleton/map of the passage and the closer it is to the skeleton/map of the author, the better will be your understanding. Supporting details are a crucial factor while trying to create these mental structures. Improving your skill in identifying and then predicting supporting details will go a long way towards helping you gain a closer insight to what the author is trying to convey.

Before moving on to the next dimension, the student is advised to work on his ability to identify supporting details in the structures mentioned above.

Dimension Four (A): Understanding the Use of Transition and Idea Organisation Patterns

Most writers have a tendency to use structures/words/phrases that show relationships between ideas. The use of these structures/words/phrases in writing, guides the reader in a similar way as a road sign helps a tourist understand directions.

These relationship structures and words/phrases can be classified under the following categories:

- (A) Transitions
- (B) Idea Organisation

Let us now look closely at each of these relationships:

(A) Transitions Transitions are words or phrases that show the relationship between ideas. They are like milestones on a road that guides travelers. Consider the following statements:



Your skills at the English language can be substantially improved. You need to improve your vocabulary.

Your skills at the English language can be substantially improved. First of all, you need to improve your vocabulary.



You might have found the second item easier to understand. The only difference between the two items is the presence of the words '*first of all*'. They give you an indication that the writer is planning on explaining several ways of improving your English language. Hence, you can anticipate an upcoming list of ways in the next few sentences. Based on this anticipation, you can prepare a mental framework of the structure of the idea presented by the author.

Transition words or phrases, can be classified in the form of:

(a) Addition Words These words signify an addition to the thought. An addition transition can be identified with the use of any of the following types of words.

also	further	secondly
next	in addition	furthermore
firstly	lastly	finally
moreover	another	one
additionally		

The following examples will clarify addition transitions for you:



- (i) An important dental warning sign is bleeding of gums. Another is a tooth that shows sensitivity to hot or cold.
 - (ii) In the early seventies, there were three youngsters who broke into the world of professional tennis simultaneously. The first was Jimmy Connors, the next Bjorn Borg and the third Vijay Amritraj. Together, they were known as the ABC of tennis.
 - (iii) The diesel passenger car is a peculiarity seen exclusively in the Indian transportation scenario. Another is the steam engine driven train. You would not find these anywhere in the world.
-

(b) Chronology Words These words signify a chronological relationship between the ideas presented under the structure. The following words signify chronology.

before	first	last
--------	-------	------

eventually	soon	next
after	then	previously
finally	until	now
while	since	following
preceding	second	immediately
during	often	later
as soon as	frequently	when
during	subsequently	one after the other

The following examples will clarify the concept of chronology words.



- (i) The performance of the company has been extremely encouraging during the last quarter.
- (ii) During the winter months, the whole of the Indian Railway system is paralysed due to the fog that prevails across the breadth of North India.
- (iii) Tiredness sets into an office worker by the time he has his lunch. It worsens by the time he gets home.

(B) Idea Organisation Patterns Very often, authors use standard structures to connect between different ideas. The ideas might be **supportive to** or **illustrative of** the central idea.

The Cream of the Piece

Idea organisation might occur in one of the following formats:

1. The list of items format
2. The chronological format
3. (a) The Idea–Example/Illustration format
(b) The Idea–Restatement/Reiteration format
4. The Comparison format
(a) The Contrast format
(b) The Parallelism/Similarity format
5. (a) The Cause and Effects format (Single cause and multiple effects)
(b) The Causes and Effect format (Multiple causes and single effects)

Before we take a closer look at each of these, it is imperative for you to understand that these idea organisation patterns may be applied in a format where the entire structure appears in a short span of two to three lines at one extreme. On the other hand the structure might be used in such a format that it is applied to an entire paragraph. In fact, at times, an idea structure might span the length of an entire passage.

The following examples to illustrate each type are mostly two to three sentences long and at the maximum, up to a paragraph long. However, we would like to advise the readers that they should try to locate these idea organisation patterns in varying lengths of paragraphs and passages whenever they are reading anything.

Let us now take a closer look at these idea organisations one by one:

While the theoretical contents of this book have been created after a lot of painstaking research, language being a field of endless possibilities, there will always be more idea organisation structures which might come across while you read. Hence, we would like to encourage the readers of this book to not only try to identify one of the above listed idea organisation structures during their reading, but to also try to discover more methods of idea organisation whenever they read.

Idea Organisation Pattern 1 The list of items format: The following extract will clarify to you how this format is used to present ideas.



There are four broad categories of new technologies that could make this idea reality. The first is called “spread spectrum”, or “wideband”. As both names imply, this is a way of spreading an electromagnetic signal across wide bands of frequencies at low power, instead of booming a high power wave through a narrow band. Wi-Fi is one good example of wideband technology—the large range of frequencies and the low power allow it to co-exist with cordless phones and other devices. Hopes are highest, however, for a new technology called “ultra-wideband”, which will communicate by whispering its signals so softly across the frequency band of other, higher power transmitters, such as broadcasters, that these will not even notice the presence of another signal.

Another approach is to use “smart” antennae. These are systems of multiple antennae that can “aim” a signal in a particular direction (instead of radiating it out indiscriminately) or pick out a particular signal from background noise by calculating the wave’s angle of arrival (for example, from a satellite instead of a source on the ground).

A third technology is “mesh networking”. In a mesh, each receiver of a signal also re-transmits it. Every meshed laptop computer, for instance, in effect becomes a node or router on its network. This has three advantages. One is that, as with spread spectrum, signals can be sent at very low power, since they only have to travel to the next user’s node, which will be hundreds of meters, instead of kilometers, away. Another is that each newcomer to the network not only uses, but also adds,

capacity. A third is that the network will be robust, since traffic can be rerouted easily if nodes fail, the approach already taken by the internet.



As you can clearly see above, a list of items points to a series of reasons, examples or other details that might support an idea. The items have no particular chronological ordering, hence, they are referred to in the order the author most prefers.

Words signifying additions or numerals are often used in order to denote the position of the idea/example in the list.

We would encourage you to familiarise yourself with this style of writing of the author since it is one of the most common ways of writing used currently. Look for more instances where an author uses a list of items as the principle structure in a paragraph or even in a passage.

Idea Organisation Pattern 2: The chronological format:

As the name itself suggests, in such idea organisation structures, the crucial element defining the interrelationships between the ideas/examples is the factor of time. Under this structure of idea organisation, authors normally present things in the order in which they occur. For example, a passage might talk about the events leading up to the Economic Liberalisation in India.

The Cream of the Piece

Most passages on historical occurrences use chronological idea structuring. For that matter, even in the case of the description of events, the same structuring of ideas is used.

Obviously, the chronology words listed under Transitions will be an integral part of Chronology based Idea Structuring. Besides, other signs of the use of this pattern of idea organisation are words such as stages, series, process, steps, sequence, etc. Passages involving a series of events and passages involving a series of steps are the most common under this pattern.

Consider the following example that illustrates the same:



No President wants to hear that the economy has stopped producing new jobs three months before election-day. But for George Bush, the news that only 32,000 new jobs were created in July is doubly troubling. This paltry number makes it almost certain that he will be the first president since Herbert Hoover to face the electorate with an economy that has fewer jobs than when he took office (as John Kerry's campaign delights on pointing out). What makes this all the more embarrassing,

however, is that the White House has lately gone out of its way to claim responsibility for the short-term performance of the jobs market.

After enduring months of a “jobless” recovery, George Bush’s team was quick to claim credit earlier this year when the pace of jobs growth finally accelerated. John Snow, the Treasury Secretary, argued that the creation of over 300,000 new jobs in March “clearly demonstrated” that Mr. Bush’s tax cuts were working. These tax cuts, he suggested, were “driving job creation”. The administration did not simply claim that the huge fiscal expansion of the past three years had helped cushion America’s recession (which would have been correct). It went much further. Tax cuts, intoned every Bush official, were the elixir behind the jobs recovery.

Now that the payroll figures have weakened, the Bush team is squirming. White House aides offer a slew of reasons why the statistics which just a few month ago “clearly demonstrated” the wisdom of Mr. Bush’s economic policies should now be discounted. The president himself pretends the bad news simply does not exist. “We have a strong economy and it’s getting stronger,” he claimed only hours after the jobless figures were released on August 6th.

The truth is that America’s economy has cooled during recent months. Consumer spending slowed during the second quarter, particularly in June.....

The chronological format of organisation is an extremely widely used structural format. It is very common in most writing that you will come across. We would advise you to look for more instances where an author uses a chronological format as the principle structure in a paragraph or even in a passage.

Idea Organisation Pattern 3

- (a) Idea Example/Illustration
- (b) Idea restatement/ reiteration

Most authors will give you multiple chances to understand the idea that they are presenting to you. This is because, in order to communicate successfully, an author must help his readers understand the words and ideas that he is expressing. Many a times, authors realize that writing a key idea in one sentence might not be able to successfully communicate the same—as a reader might miss the idea. To overcome this problem, most authors prefer to clarify their key ideas through examples/illustrations or through restatement/reiteration to make the reader connect better to the idea.

This is typically done through two structures of writing:

- (a) The Idea–Example/Illustration format
- (b) The Idea–restatement/reiteration format

(a) The Example/Illustration format One of the most common styles of idea presentation is the example/illustration format.

The Cream of the Piece

Under this structure, an author first introduces a new idea and then, follows it up with an explanation of the same. The explanation is in the form of an example/ illustration.

The following example serves the purpose of clarifying the idea in the mind of the reader.

The following paragraphs use the example based structure of writing:



- (i) The truth is that America's economy has cooled during recent months. *Consumer spending slowed down during the second quarter, particularly in June. Employers are once again leery of hiring new workers. Production indicators are showing a down-ward trend.*



The italicised part of the paragraph above has the author using three examples to explain the point **that the American economy has cooled during recent months.**



- (ii) Progress is being made, albeit slowly. *Democracy has brought increased (and better directed) social spending. Economic growth has returned after several years of stagnation. New political forces and the alternation of power are making politics more representative.*



The italicised part of the paragraph above has the author using three examples to explain the point **how progress is being made.**



- (iii) Setting up a business abroad has always been risky, and not just financially. *To create a colony of 90,000 white settlers that, in the late 17th century, earned enormous profits from growing tobacco in Virginia, required the immigration of around 116,000 people. The chaps who sailed for India a century later had to endure even worse. "The variety of means by which a man could be carried off was quite bewildering," observes a recent book on the East India Company. "Malaria, typhoid or enteric fever, cholera, dysentery and small pox were the most common diseases, and the bites of scorpions and mad dogs were frequently lethal."*



The italicised part of the paragraph above has the author using two examples to explain the point **that setting up a business abroad has always been risky.**

The following paragraphs use the illustration based structure of writing (Note that there is a very thin line between example and illustration):



- (i) A resident of Najaf, who loathes the militants, was scornful of the Iraqi forces' capabilities. *"The national guard of the Iraqi army fires into the air," he said. "The Mahdi army shoots to kill."* The ill trained fighters of the Mahdi army are in fact, rotten shots. But no one doubts their eagerness to shed blood, whether their own or other people's.



In the paragraph above, the italicised statement of the resident of Najaf is an illustration of **his scorn for the capabilities of the Iraqi forces**.



- (ii) *To his supporters, both inside and outside Venezuela, Hugo Chavez is a cross between Che Guevara and Mother Teresa.* He is, as they see it, the standard bearer of a superior alternative to a Latin America impoverished by 'neo-liberal' economics and elitist, merely formal, democracy.



In the paragraph above, the italicised sentence has illustrated the idea the author is trying to present. The idea is in the next sentence, i.e., a **superior alternative** to 'impoverishment' (illustrated in his comparison with Che Guevara) and 'merely formal democracy' (illustrated in his comparison to Mother Teresa).

The following words show example/ illustration usage:

for example	for instance	to illustrate
as an example	including	
like	such as	to be specific
specifically	for one, etc.	

(b) The Restatement/Reiteration format This format of idea presentation is again commonly used by authors.

The Cream of the Piece

Under the **Restatement format**, the author first presents an idea and then rephrases the same idea in other words. Most often, the restatement is in simpler words than the original statement and hence easier to understand.

Consider the following extract from an article:



A very tentative conclusion is that while America is practicing for another September 11th, the threat of Islamic militancy is becoming less spectacular, more general and more unpredictable. *In short, it may be becoming more like the sort of insurgencies that Britain has fought during many decades.*



The italicised part of the paragraph above has the author restating the point, making it clearer to the reader.

The Cream of the Piece

Under the **Reiteration format**, the author restates the original idea, with greater emphasis or force. This style serves to push through the point more emphatically into the reader's mind.

Consider the following extracts:



- (i) The Indian policy of having a closed economy proved to be an impediment to the growth of the economy. *So severe was the negative impact of these policies, that by the late 1980s the Indian economy started to look increasingly fractured and handicapped.*



The italicised part of the paragraph above has the author reiterating the point not only making it clearer to the reader, but also increasing the force used in stating the same.



- (ii) Roger Federer is considered to be a great tennis player. *In fact, he is considered to be one of the greatest of all time.*

The Cream of the Piece

Note that the restatement/reiteration, like all idea organisation structures, might come immediately after the original idea is presented or might come later in the passage.

Idea Organisation Pattern 4 Often, in order to explain a point completely, one needs to make a comparison between two or more ideas. The comparison might be in the form of a similarity or a contrast.

A similarity uses the structure—‘A is like B’. In such a case, the similarity between A and B is brought about.

A contrast uses the structure—‘A is different from B’. In such a case, the differences between A and B are highlighted.

The Cream of the Piece

A comparison format might show how two or more things are similar or how they are different or both. In this structure of idea organisation, the author compares/contrasts two or more ideas/points/examples.

As is clear from the above description, the Comparison format can be divided into two sub types:

4 (a) The Contrast format

4 (b) The Parallelism/Similarity format

(a) The Contrast format In figurative terms, contrasts can be visualised as Y junctions—where a fork in a road leads towards two different directions. Looking at it, one notices the difference between the two forks.

Consider the following statements:



The organisation pays the executive handsomely. He doesn't work very hard.
The organisation pays the executive handsomely even though he doesn't work very hard.



It is clear that the second style of writing is much superior than the first, since it is easier to read.


The following words can be used to show contrast.


but	instead	on the one hand
on the other hand	still	even though
yet	in contrast	as opposed to
against this	in another way	however
in spite of	differs from	although
on the contrary	despite	inspite of
unlike	nonetheless	nevertheless
conversely	rather than	while
difference	opposite	

The following examples use this structure of Idea organisation:



- (i) For any American President hoping to claim victory in the war on terror, such an analysis brings both good news and bad. *Massive, potentially election-wrecking attacks look less likely, though not impossible. On the other hand, it would no longer be possible to claim—as Mr. Bush would doubtless like to claim—that by knocking out Mr. Bin Laden, the war has been taken to its final round.*
- (ii) *Has brave America got Mr. Bin Laden cornered? Or is America bravely stepping up to face head on a renewed threat from Mr. Bin Laden? Both, is the answer.*

 In each of the paragraphs above, the italicised statements make a contrast between two ideas.


 (iii) *A common myth about electromagnetic waves is that they bounce off one another if they meet. They do not. Instead, they travel onwards through other waves forever (even though they eventually attenuate to the point where they become undetectable.)*

The paragraph above uses a flip-flop-flip structure of argumentation, i.e., an idea is presented, it is then contrasted and then, the contrast itself is contrasted.


(b) The Parallelism/Similarity format Similar to the contrast format, the parallelism format is the discussion of the likeness of two or more ideas.

In figurative terms, it can be seen as two parallel roads, which are similar to each other. Looking at them, one notices the similarities between the two.

Consider the following statements:

 The use of computers for printing bills has made a tremendous negative impact on the printing industry, since orders for printing cash memos have disappeared. The introduction of FM radio has greatly affected the music industry, as the sales of cassettes has dropped drastically.

Now consider the same sentences, written differently:

 The use of computers for printing bills has made a tremendous negative impact on the printing industry, since orders for printing cash memos have disappeared. Similarly, the introduction of FM radio has greatly affected the music industry, as the sales of cassettes have dropped drastically.

As you can see, the clarity of the second style of writing is much higher than that of the first.

The following words are used to create similarities/parallelisms:

as	just as	similar
similarly	likewise	just like
same	alike	in the same way
in a similar manner	equally	in like fashion
in a similar fashion	resembling	

Idea Organisation Pattern 5: The Cause and Effect format: Cause and Effect is another extremely common idea structure. As the name suggests,

the cause is the reason for the effect (which is an outcome of the reason). The typical cause and effect relationship is—the cause leads to the effect.

Below are listed some words which commonly signal a cause and effect format:

- therefore, hence, so, thus, as a result, results in, because of, thus, causes, effect, is the effect of,
- reason as a consequence of explanation consequently leads to if... then
- accordingly due to since owing to

The cause and effect format is used in a variety of forms as under:

(a) Single cause–single effect Consider the following extract:



Since the failure of the Americans' to crush the Sunni insurgents in Fallujah(CAUSE), the central government has largely given up trying to run many of the Sunni areas of the country (EFFECT).

(b) Single cause–multiple effects Consider the following extract:



In the early part of the 21st century, the introduction of low cost airlines to the Indian skies (SINGLE CAUSE) caused paradigm shifts (MULTIPLE EFFECTS) in the way people traveled in India. There was a shift of air conditioned train travellers from trains to aeroplanes. Middle class and even lower middle class families experienced air travel for the first time. The distance measured between cities in terms of the time of travel suddenly started sounding much more manageable** Mumbai—Delhi was suddenly two hours instead of sixteen. Businesses started to use the opportunity to expand like never before.

In some cases, the effects will have their own hierarchy where one effect might be the principal effect and there might be other supporting effects.

(c) Multiple causes–single effect Consider the following paragraph, which can be classified under this format:



If Mr. Chavez wins this, as his supporters now predict, it will be for a mixture of three reasons. The first is that high oil prices have brought Venezuela a windfall that Mr. Chavez is busily spending on social programs (known as “mission”). These programs have a political purpose and message: the government has mobilised all the resources of the state to secure a vote against recall. Second, there are other doubts as to how free and fair the vote will be. The referendum is a device inserted into the constitution by Mr. Chavez himself. But he spent almost two years manoeuvring to avoid what his supporters portrayed as an underhand attempt by an American-financed opposition to

unseat a democratically elected president. The electoral authority has a pro-Chavez majority. It has placed restrictions on observers. If the outcome is close, fraud is a real fear.

Third, Mr. Chavez is genuinely liked by many Venezuelans. Not all the poor are with him. But he has inspired a sense of political inclusion among many neglected by the previous, increasingly corrupt two-party pact. By contrast, his fractious opposition is unattractive. Most are democrats, but some are not: they staged a failed coup against Mr. Chavez in April 2002.

Another example of this format is given below:



But Londoners aren't ending up on the streets, or at least, not for long.

Why not? There are several reasons. Compared to America, the benefits system is relatively generous and fairly stable, which may be more important: abrupt reforms in the late 1980s sent many young men on to the streets. And the alternatives to living alfresco are better than in New York, and better than they used to be. London's direct-access hostels have converted dormitories into single rooms, which means fewer beds (about 3,000 today, compared with almost 10,000 in the early 1980s) but more enticing ones.

(d) Multiple causes–multiple effects Consider the following extract:



In the later part of the 20th century, the increasing prominence of private sector jobs coupled with the disillusionment with government jobs(MULTIPLE CAUSES), precipitated a series of changes in the psyche of the Indian career aspirant(MULTIPLE EFFECTS). For starters, their conception of what they wanted in a job changed. Job security gave way to job profile as the principle word that defined the way they made their choices. Private sector jobs started to become more lucrative and more appealing to career aspirants in general. The focus of the way they spent their time in their universities also underwent a major change as a result of this.

The Cream of the Piece

Although sometimes an author will use only one idea organisation pattern in a passage, very often authors use multiple idea organisation patterns within the same passage. Hence, you need to be open to identifying and interpreting multiple idea organisations when you see them inside a passage.

It is not necessary for authors to use addition or chronological words prior to using an idea organisation pattern. In some passages, you will come across the use of idea organization patterns without the use of any words which will signal an oncoming pattern.

Dimension Five:Facts, Opinions and Inferences

Let us first understand what facts and opinions are. We often come across situations where a person gets emotional about an issue and starts to speak and give his/her opinions on the basis of emotions, wherein he/she is expected to speak objectively. Especially in formal situations, people want to hear facts rather than emotional opinions.

Consider the following statements:

Opinion	Fact
Jawaharlal Nehru is to date the best Prime Minister India has produced.	Jawaharlal Nehru is the first Prime Minister India has produced.
The Indian Economic Tiger is all set to capture the world.	The Indian economy has grown by over 7% for the last three years.
State Bank of India is India's best bank.	State Bank of India is India's largest bank.
Around the turn of the century, Sachin Tendulkar was the greatest batsman in the world.	During his playing career, Sachin Tendulkar went on to make the highest number of test centuries by any batsman in the world.
IIM Calcutta is a very good institute. (Author's note: Even though this is largely accepted as a fact, this is still an opinion, since what is very good is a subjective issue and hence, cannot be defined or verified.)	IIM Calcutta was the first IIM.
The government has met all its promises in the first hundred days of its office.	The government has been in office for hundred days.
There is little symbolism in Greek art.	Greek art dates back to the BC era.
Internal conflicts are always psychologically interesting.	An internal conflict can be defined as a conflict within a person's mind about his objectives.
The detective story by Erle Stanley Gardner can be described as a glorification of intellectualized conflict.	Erle Stanley Gardner, is a leading detective story writer.
Derrida's work is complex in the extreme.	Derrida's work is based on the theory of deconstruction.

What is the principal difference that you notice between the two columns above?

Each of the entries under the **Fact** column is something which can be easily verified and proven to be true/false, i.e., the statement can be put through the truth test. This is the essential nature of a fact.

The Cream of the Piece

A fact is information that can be proved through objective evidence.

This evidence may be in the form of physical proof or spoken and written testimony of witnesses.

A statement of fact might be found to be untrue on verification. However, that does not change its classification as a factual statement, since the only thing we are concerned about is that a fact can be physically verified.

The Cream of the Piece

An opinion on the other hand, can be seen as someone's point of view about an issue. There is no way to physically verify the truth of the statement.

Hence, there can always be an opposite point of view that can be justified. An opinion is basically a belief, judgment or conclusion that might be based on observable facts, but cannot be objectively proved true. The opinion may be agreed with or disagreed with as it is open to question. Thus, if someone tells you that the food at Taj Lucknow is great, it might be his/her individual opinion. You might dine at the same hotel and come to a very different conclusion. Normally, it is widely accepted that more the number of opinions within a piece of writing, the greater is the bias present in the article.

It can be seen from the table above that in simple writing not involving advanced ideas and language structures, it is extremely easy to identify the difference between a fact and an opinion, but when the ideas presented start to become complex, the differentiation starts to become more and more difficult.

To Bell the CAT

The skill to differentiate between fact and opinion is a key skill possessed by expert readers and it is tested extensively in the CAT examination.

Hence, mastering this key skill is extremely crucial for the student. The only way to do so is to continuously practice and apply the differentiation between fact and opinion while reading any piece of writing.

The Cream of the Piece

A handy way to identify opinions is that normally, opinions contain a set of 'value' words—words which show judgment. These words are subjective in nature because they interpret reality from the writer/speaker's point of view.

Given below is a list of some value words:

Best, The best, worst, bad, good, wonderful, disgusting, interesting, dull, better, amazing, beautiful, fanciful, excellent, etc.

Whenever you come across any statement using value words similar to the list above, you should realize that an opinion is being expressed. Besides, words such as should, would, ought to, must, etc. signal an upcoming opinion.

The Cream of the Piece

In most writing that you will come across, purely factual information is not easy to come by. When most writers and speakers communicate, they rapidly alternate between stating facts and opinions about an issue being discussed. Hence, what is communicated has a sprinkling of bias (which is almost unavoidable.)

However, a lot of writers do try to remain as objective as possible. News items based on event reporting, scientific reports, descriptions of events/experiments, etc. are examples of writing that is mostly factual and hence, unbiased. On the other hand, other types of materials such as editorials, political speeches, advertisements, analysis of events, etc. are examples of writing which contain opinions and hence, are biased by nature.

As a reader, both facts and opinions are crucial for you. All good readers have the ability to differentiate between fact and opinion. Knowing the difference is important in evaluating what is read, because most of what we come across as readers is a mixture of fact and opinion.

It is important to note that, even though opinions cannot be verified to be true, their relevance to everyday life is immense. Some of our most basic foundations and ways of living are built upon opinions. Discarding them is likely to lead to utter chaos in our minds and our lives—since some of those opinions are central to our way of life. Consider trying to live without the following opinions. Each of the list below is an opinion since it cannot be verified and proven to be true.

One should respect one's parents.

Democracy is the best form of governance.

Human life is valuable. (Some of the world's worst tyrants have gone against this opinion, leading to disastrous outcomes for humanity.)

The Cream of the Piece

The relationship between fact and opinion is similar to a pillar supporting a building structure. Writers state facts in order to give support to their opinions. In the absence of facts to support one's opinions, they are unlikely to stand the test of any logical interrogation.



For e.g.: B.S. Chandrasekhar is the best batsman produced by India.



(Surely, you must be kidding!! You just need to look at the records of some of the batsmen India has produced and compare them to B.S. Chandrasekhar's batting records. **The facts simply do not support this opinion.**)

Directly opposite to an opinion which is negated by facts, is the opinion which is supported by it. This kind of an opinion can be called an informed opinion. The more the facts that support an opinion, the more the people that are likely to agree with it. And the more people agree with an opinion, the more it starts to be accepted as a generic opinion which is not to be questioned—it gets closer to be accepted as a pseudo fact.

For Your Better Understanding

In each of the following sentences, identify whether the author is stating a fact or is making an opinion or using a mixture of both.

1. If you are a rural parent, you would see little point in most of the news reported in the media on matters of education, including some of the controversies and debates concerning ideology in textbooks.
2. The urban world, in which middle class children routinely move on from one level to the next, and eventually seek admission to a college, dominates current reporting and writing about education.
3. Pass percentages are not calculated separately for rural and urban schools, and research which might provide such differentiated awareness has not been done.
4. The NCERT, that I saw four months ago, looked rather difficult to recognize in terms of its original memorandum.
5. In mid-November, when the plan to review the National Curriculum Framework was announced, I met the press and found it stuck to its oppositional mood.

6. Sceptics and critics will undoubtedly continue to see politics in everything.
7. In matters which constitute the frontier of educational services, the specific requirements of rural education are quite poorly appreciated.
8. Productivity growth is probably the single most important indicator of an economy's health: it drives real income, inflation, interest rates, profits and share prices.
9. Since 1996, America's productivity in terms of output per man hour has grown by 3% every year, which is double the pace of the first half of the 1990s.
10. America's growth in labour productivity is likely to slow, even though it should remain faster than in the decade before 1996.

The Solutions

1. Opinion. This cannot be proved to be true.
2. Fact + Opinion (The last part '*dominates current reporting and writing about education*' is an opinion.)
3. Fact, since whatever the author states here can be put through the truth test.
4. Opinion.
5. Fact + Opinion. The author's mid-November meeting with the press can be verified, but the press being stuck to its oppositional mood is something that cannot be verified to be true or false.
6. Truth of the statement cannot be verified. Hence, clearly an opinion.
7. Opinion.
8. Opinion supported by facts.
9. Fact.
10. Opinion.

Dimension Five (B): Inferences

‘Reading between the lines’ is a phrase that best summarises what is meant by an inference. An inference is an idea that you pick up in your reading, even though it is not directly stated in what you are reading. In essence an inference is akin to an implied idea, and is extremely crucial for a full understanding of the author’s ideas.

Making inferences is a common mental activity that happens everyday in our lives. It is not just confined to our reading, but even to our experiences in all other activities. Consider the following situations:

- Suppose, you are going to the railway station and find that the road leading into the railway station is jam packed, with many more cars than normal. You might infer that the trains are likely to be much more crowded than normal.
- You meet a woman with a 3 month old child in her arms. You would most likely conclude that she is married and the child is her baby.
- You see a cavalcade of cars going on the road, and infer that someone important is inside the same.
- You see a person driving an expensive car and conclude that he is rich.
- Based on the behavior of a person you meet, you make inferences about his upbringing, his education and exposure in life.

Thought Gems from an Expert

In each of the above situations, you are drawing inferences—conclusions about things that you cannot see or experience directly in front of you. Yet, you are in a position to make conclusions about things that you have not seen, on the basis of past experiences and their outcomes. These conclusions happen reactively and instinctively after the first experience. In everyday life, we make so many inferences, that it is impossible to live the way we live life without making inferences. In fact, the ability to make inferences is one of the parameters on which intelligence is judged.

Similarly, the making of inferences while reading is extremely natural. We have been doing it ever since we learnt our first words. What you need to realize is that the quality of a reader’s abilities are defined by the quality of the inferences he/she is able to make. The deeper the inferences that you can make by reading what is written, the superior you are as a reader. In fact, I would go as far as saying that this skill, coupled with the skill to

differentiate between fact and fiction, are the most important skills for RC. These are skills that differentiate between a capable/good reader and an expert/excellent reader.

The Cream of the Piece

Why Reading Between the lines/ Making Inferences is critical for Reading Comprehension

1. It takes you closer to the idea structure of the author:
2. It gives you an indication of the direction the author is likely to take.
3. It gives you a better hold on questions based on inferences, implied meanings and questions that go beyond the passage.

As already mentioned elsewhere, when the author puts pen to paper, he/she has already formulated his/her opinions on the topic, his/her idea structure, his/her style of presentation and even the supporting details. With every sentence the author writes, he starts to unravel his thinking.

Before you start reading the passage, you are blank about what the author is going to say. As you start reading the first sentence of the first paragraph, the mind of the author starts to get revealed. Since the author has written each sentence with his own thoughts in the background, he often reveals more than what he says in the sentence. The choice of words, phrases and the structure of the sentence used often gives us an insight into what the author is thinking. Some of these thoughts might be subsequently stated, while some of them might never be directly stated. Understanding what is not said, serves to fill in the gap that is left by virtue of the unstated ideas.

Hence, it serves to give a clearer understanding of the author's thoughts.

Reading being the art of decoding the author's view point about an issue, reading more than what the author has said invariably helps the reader connect better to the ideas of the author.

The ability to make inferences from reading can be further classified into three skill steps:

- (a) Skill Level One: Making inferences from single sentences.
- (b) Skill Level Two: Making inferences from groups of sentences/ from paragraphs.

(c) Skill Level Three: Making inferences from groups of paragraphs/ from passages.

Let us now look at Skill Level One in detail:

Consider the following statements/extracts and the inferences we might draw from these:



1. Statement: Productivity growth is probably the single most important indicator of an economy's health: it drives real income, inflation, interest rates, profits and share prices.



Inference: There are several indicators of an economy's health—out of which productivity growth is one of the most important.



2. Does Turkey qualify as a European country in order to qualify itself for EU membership?



Inference:

- (a) Turkey is not an EU member presently;
 - (b) In order to become a part of the EU, a country needs to meet the parameters set for being a European country;
 - (c) EU membership is still open for discussion.
-



3. Those countries opposed to extending Europe's borders up to Syria and Iran feel that such a Europe would have little consistency.



Inference:

- (a) Some countries are in favor of extending Europe's borders up to Syria and Iran;
 - (b) There is currently no clear demarcation of the geographical boundaries of Europe;
 - (c) Countries that will be included in Europe by extending its borders up to Syria and Iran will be culturally, sociologically and economically different to the conventionally defined European countries.
-

Skill Levels Two and Three mentioned above with respect to drawing inferences are more complex for two principal reasons.

Drawing inferences out of groups of sentences (Level Two as defined above) or from groups of paragraphs (Level Three as defined above) involves being able to

- (a) Draw a string of inferences related logically to one another; or

- (b) Draw a common inference hinting at something that can be commonly inferred throughout one paragraph or across the entire passage.

Since inferences do not announce their arrival and simply creep in behind what is explicitly stated doing either of this is a complex skill.

Consider the following paragraph:



Astrologers habitually prone to goof-ups now have an excuse for why their predictions have been going haywire: the emergence of newer and newer planets that have caused their calculations to go awry. For the international team of astronomers who recently discovered eight new planets, the new arrivals are, however, a cause for excitement. Indeed, even as the rest of the world continues to be consumed by a morbid passion for shiny new war machines, deadly chemicals and sinister war tactics, astronomers have been doggedly searching the heavens for more heavenly bodies in the belief that the search will take us closer to a more exalted goal than that of knowing the truth about us and the universe. “Reality is much bigger than it seems... the part we call the universe is the merest tip of the iceberg,” one scientist remarked. How true. In the beginning skeptics wouldn’t accept that the earth actually moves, let alone that it revolves around the sun, because of an unshaken belief that the earth was the centre of the universe. We’ve come a long way . Today, scientists have spotted nearly 80 extra-solar planets using sophisticated instruments.



Inferences:

Astrologers make their predictions based on their calculations of known planetary positions.

Newer Planets are always discovered.

The author is against war and spending on war.

The author has a positive disposition towards scientific discoveries in general.

The instruments used by astronomers today are much more sophisticated than what was used in the past.

Astrologers’ have little scientific basis for their predictions.

As you can experience in the paragraph above, and indeed in full length passages, being able to draw a series of correct inferences creates a kind of a ‘*net of understanding*’, which runs parallel to and below the explicit understanding of the passage. The denser this ‘*net of understanding*’, the better is your comprehension of the passage and the author’s intention.

As you continue to read a passage, the creation of this parallel net of understanding helps you connect better to the author’s idea structure as well as to the probable future direction the author is likely to take in the remainder of the passage.

ADVANCED DIMENSIONS OF READING SKILLS

Dimension Six: Identifying Purpose and Tone

As we already saw through dimension five, behind everything ever written, there is always a living person, who has his own collection of facts and his own opinions about the issue being talked about.

The author also has his own **purpose** for writing the passage, and typically conveys the ideas he wants to convey by using a particular **tone**—something that gives us an insight into his/her attitude and feeling.

Purpose We first look at **Purpose**: Identifying the authors' purpose of writing helps us in several ways:

- (a) It improves our connection with the author
- (b) It helps to improve the anticipation about the direction the author is likely to take.

There are three common purposes for writing any piece:

1. Informative/Descriptive Writing This type of writing is one whose objective is to inform / teach the reader about a subject, an event, a process or an issue.

The Cream of the Piece

Informative Descriptive Writing is the most common purpose of writing. It can be in two forms:

- (a) Narratives (informing in a narrative fashion, the outlines of an event/happening) or
- (b) Informative Articles: (Articles informing about the various dimensions of an issue.)

Writers writing with the purpose of informing/ teaching normally stick to facts and verifiable information. In such writing, the facts are presented as part of the main idea structure, while the supporting details are in the form of examples, illustrations, parallelisms and contrasts. Opinions are mostly conspicuous by their absence in such writing.

To Bell the CAT

An analysis of the various passages of the CAT paper of the past few years will clearly show you that the CAT (and indeed all other Management entrance exams) are filled with passages that can be classified as informative writing.

The passages on Derrida's work (Passage II of the CAT 2005 paper solved in the chapter on solved CAT passages) and on Game theory (Passage I of the CAT 2005 paper solved in the chapter on solved CAT passages) in the CAT 2005 paper are examples of informative writing. Similarly, the CAT 2003 paper had four of the five passages that could be classified as primarily descriptive passages: As given in the chapter on Solved CAT passages they appear as: Passage 1 (Topic: Panchayati Raj Institutions), Passage 2 (Greek Architecture), Passage 4 (Education in the twelfth century) and Passage 5 (Development of Aviation).

Hence, as an aspirant, your focus should be on improving your ability to convert factual informative writing into symbols and pictures inside your mind.

2. To Persuade This is another common purpose of writing.

Such writing is opinion driven and has the primary purpose of convincing the reader about the author's point of view.

However, there is a fair sprinkling of facts on which writers draw upon to support their point of view and convince the reader about the same. Hence, such writing contains a mixture of facts (which act as supporting details) and opinions (which give the main ideas of the passage). The bias towards one opinion is clearly reflected in such writing—since all the facts presented as supporting details are normally in favor of the author's opinion. Words such as *should*, *must*, *ought to*, *need to*, etc. are clear giveaways of persuasive writing since they are clear indicators of the author's opinion.

To Bell the CAT

Like Informative writing, persuasive writing is also commonly used in CAT and Management entrance passages.

In the context of the CAT 2005 paper the passage starting with the words 'Crinolene and croquet are out' (Passage III of the CAT 2005 paper, solved in the next chapter on solved CAT passages) and the passage on Straddlers starting with the words 'When I was in class in Columbia' (passage 4 of the CAT 2003 paper in the next chapter on solved CAT passages) can be classified under this type of writing.

3. To Amuse/Entertain Another common purpose of writing is to lighten up the reader by amusing/entertaining him/her. Such writing might be in the form of fictional or non-fictional writing.

In either case, there is normally satire or adventure involved.

Most leisure reading comes in this category of writing and every newspaper worth its name has satirical articles with the sole aim of entertaining the reader.

The Cream of the Piece

However, for some reason, Management entrance exams have kept off such writing for the extracts they use to form their questions.

As a student of English, we would encourage you to find writing of each of the three types mentioned above in your day to day reading.

Tone We now move to the **Tone** of the author:

The tone of an article indicates the author's predisposition towards the subject. By identifying the tone of the author, we can judge his/her attitude/emotional standing towards the subject.

This helps us improve our predictions for questions which go beyond the boundaries of the passage.

The author of any piece of writing gives a fair view of the tone of the passage through the words and the details used in expressing his ideas. Hence, the tone is decoded through the words and the details that the author uses in his writing.

Especially concentrate on the kinds of adjectives and adverbs the author uses while trying to identify the tone of the passage.

The tone of the author can be identified by making a mental list of the adjectives and adverbs he/she uses. Words such as:

- Little, lovely, plain, exquisite, beautiful,
- incongruent, depressing, disgusting, bright,
- optimistic, factually, neutral, doubtful, surely,
- serious, grim, joyous, playful, sympathetic,
- nice, intransigent, flexible, tragic, happy, sad,
- delightful, delicious, inane, etc.

Depending on the basis of the adjectives/ adverbs used, as well as by the force with which they are used, we can get hints about the author's

emotional orientation towards the topic. Some examples of tone, with their cue words are given as follows:

Tone	Types of Words Signifying the Tone
Critical	Words with a negative meaning such as incongruent, depressing, disgusting, doubtful, grim, etc.
Humorous	Words and situations with irony, punch lines and double meanings.
Disappointed	Words with a negative connotation—used in a lesser degree than in a critical or a depressing tone

Other examples of tones are factual, analytical, critical, disparaging, tolerant, neutral, hopeful, matter of fact, admiring, nostalgic, regretful, amused, arrogant, etc. As an aspirant for competitive exams, you should try to develop a sense of identifying the author's tone while reading a passage.

Dimension Seven: Recognising and Evaluating Arguments and their Common Structures

There is an undeniable relationship between writing and thinking. During the process of writing, the writer opens up his mind's thought processes for the readers. Being on the reader's side of a written piece, one of the most important tasks before us is to be able to separate the principal arguments that the author is making, from the supporting reasons and other details that are mentioned in the passage.

This is especially important for articles that are written to persuade. In such articles, being able to decipher the author's argument has to be the principal purpose of the reading. It is therefore, essential to be able to recognize and evaluate arguments.

The Cream of the Piece

An Important point to note: Even though the full and final argument of the author will normally only be clear at the end of the article, most authors write in such a style so as to leave enough clues for the reader to understand the drift of the argument prior to actually stating it. It is obvious that the earlier you are able to catch the argument, the better it will be for you. This is because of two principal reasons. They are:

(1) The predictive value of understanding the author's argument early in the passage: If you are able catch the author's argument early, you will be able to predict the future course that the author is likely to take. This results in better understanding of why the author is using particular examples and/or phrases in the passage—during your first reading itself. Hence, you will be able to easily answer commonly asked questions that are based on the use of particular examples and/or statements in the passage. (In this context, it is important for you to realize at this point that one of the question types that creates major problems for students—where the question asks why the author has used the particular example/statement—cannot be answered until and unless you have read the example/statement with the author's argument in your mind. Going back to the particular example/statement after reading the question does not help, since it ends up wasting time. Besides, the reader can never get a full perspective of the idea structure by reading a small part of the passage, thus, you will never be able to answer such a question with certainty, by going back to the passage.)

(2) Faster reading speeds: Being able to predict what the author's principle argument is, early on in your reading is important since it helps you in reading the remainder of the passage much faster than normal. This is because your reading's objective will change from being driven by the need to explore the idea, to the need to confirm your predictions. You will only need to slow down a bit when the passage's idea structure takes a turn that you might not have expected. At such a stage, as the reader, you just need to expand your prediction of the author's argument to include the new argumentative direction and then continue to read at a faster rate.

[Reading can be compared to driving. Just as during driving, you vary your speed depending on the traffic situation, similarly, during reading, you can vary your speed depending on how much '*idea catching*' you have to do. Just as when there is no traffic on the roads, you might vary your speed of driving by as much as five times, so also during reading, the speed of reading can be easily multiplied by 5 when you are clued to the idea of the author. In our experience, you can and should vary your reading speed between 50 words per minute to up to 500 words per minute in the same passage—sometimes this variance might occur between two consecutive sentences also. Just as the art of driving is about knowing the optimal speed

at which to drive, the art of reading is to understand when to slow down and when to speed up while reading. Predicting arguments helps you in improving this skill.]

What is an Argument? Arguments are social phenomena. In our daily life, we are surrounded by numerous arguments—in fact, they are so common that we might feel their absence more than their presence. At the core of every communication going beyond mere factual information exchange is an argument. Every advertisement, every editorial, every conversation, every analytical exchange of ideas contains an argument

The Cream of the Piece

The core of an argument is a claim with reasons. In successful arguments, these reasons are linked to values, beliefs and assumptions held by the audience.

This is important since the purpose of an argument is to persuade. While persuading someone, we are concerned with influencing the way people think or act. In order to do so, we have to make an appeal to the reason of the reader/listener. It is a necessity that there are two conflicting points of view, each of which has its own reasons supporting it. While writing an argumentative passage, the author imagines the reader as an absent listener and hence, tries to address his/her mental frameworks. Hence, while reading, thinking of the author as a live person writing for some real purpose is important to catch the argument. When you start reading the passage, as soon as you recognize the objective of the writer as one of persuasion, you should start looking for the principle argument he/she is making. Ask yourself the question—‘What point is the author trying to convey to me as a reader?’ ‘The details and the reasons used in the passage are supporting which principle argument?’ The quicker that you identify the answer to these questions, the quicker you will have the main argument of the author.

Arguments are extensively referred to in passages written for description purpose. For example, consider this statement from the passage on Greek architecture in the CAT 2003 paper: ‘Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore, plain art.’ The sentence is an entire argument in itself. The author is making a claim and

justifying the same in the same sentence. The likelihood is that the author will either build upon or further support this argument throughout the remainder of the paragraph in which this sentence appears as a starting sentence. As a gentle reminder, I would like to remind you that we had identified this article as primarily description based. This goes to prove the point that arguments are at the heart of every communication. Hence, they are at the heart of every paragraph and every passage of any kind.

Evaluating Arguments: Why is it important to be able to evaluate arguments?

Evaluating arguments for their strength and forcefulness is an important aspect of our lives.

The ability to critically determine how much of an argument one should accept and on what points to attack someone else's arguments is a crucial skill needed for success in every sphere of life today. In fact, it is doubly important in the field of management.

To Bell the CAT

In the context of aptitude based exams like CAT, XLRI, other management entrance exams as well as for Bank PO exams, the ability to evaluate arguments is important from three points of view:

- (a) In the context of Reading Comprehension, since all passages are filled with arguments, besides being able to identify the argument structure used by the author, we also need to be able to recognize the strength and relevance of the supports used in the arguments.
- (b) Critical Reasoning Questions, another important aspect of the CAT exam (explained in details in the Part 3 of this book) is mostly about evaluating arguments, their support, the adequacy and the relevance of the supports.
- (c) A specific type of question evaluating the strength and weakness of arguments is asked in Banking and other exams. Such questions are outside the scope of this book, but are also to be solved using the principles explained here.

How do we evaluate arguments?

The evaluation of the strength or weakness of an argument is done by critically looking at the supports the author has used for his argument. In this regard there are two critical questions that you have to ask yourself with regards the argument's supports in order to evaluate how strongly supported the argument is:

1. Is the support used by the author relevant to the claim he is trying to support? This is seen by evaluating the question against the argument that the supporting point is trying to answer.

Let us take an example to illustrate this point:

Suppose an argument goes like this:



Argument: Mr. Francis should not be made the principal of the school.

Support: His mother was an uneducated woman.



The support here is irrelevant since it does not answer any questions that are likely to be raised against the argument. If it is being argued that Mr. Francis should not be made the principal of the school, opponents of the arguments are likely to attack the argument by talking about his abilities and qualifications that make him suited for the post. Giving a support by talking about his mother's illiteracy does not answer any possible opposition to the claim of the argument.

On the other hand, an example of a relevant claim could be:



Argument: You should buy the car of Brand X.

Support: Brand X cars are amongst the most respected cars in the world and are known for their safety.

2. Is the support used by the author adequate to cover all possible attacks against the claim?

The adequacy of the support of an argument is a slightly different story. In order to check the adequacy of the support of an argument, one needs to anticipate all the issues on which the claim of the argument can be attacked. Supports should then be created for the argument, which would cover all possible dimensions of attacks on the claim.

If an argument is supported in this way, where all possible counter arguments are effectively dealt with, the argument is adequately supported.

Needless to say, an argument that is relevantly and adequately supported, is a strong argument.

Some Standard Structures of Arguments

Type A: Truth or Factual Arguments: Truth arguments involve differing points of view about how reality is (or was or will be). They are different than facts because while facts can be confirmed or rejected by physical

verification, a truth argument involves an interpretation of facts. The interpretation of facts, like all arguments, should be supported by strong reasons.

Consider the argument stated above:



‘Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore, plain art.’



This is a factual argument, since it is based on an interpretation of certain facts.

It is important to note that there is a very thin line separating a plain fact and a truth argument based on an interpretation of facts. Authors utilise truth arguments as a basis of a larger framework.

There are three types of truth arguments:

- Definitional Arguments
- Causal Arguments
- Similarity Arguments

Definitional Argument: X is/ is not a Y such arguments are normally built on the basis of criteria matching. This means that when X is found to be similar to or different from Y, the criteria match is used as the most important support to show the truth of the argument. For this purpose, the criterion on the basis of which Y is defined, is first listed out and then it is shown that X is an instance of Y by matching the criteria and its presence/absence in X. Needless to say, definitional arguments are a very important means of argumentation.

Causal Argument: X is/was/will cause Y OR X will not/does not/did not Cause Y again, a commonly used and very important argument structure. It can also be termed as the cause and effect structure.

Similarity Argument: X is/is not like Y similarity argument or a resemblance argument. In this argument structure, two different situations/things/eras/events that have no relation to one another, are compared on the basis of an analogy between them. A perfect case of this argument structure is the CAT 2005 passage on Edwardian summer—the

passage which starts with ‘Crinolene and croquet are out...’ (Passage III of the CAT 2005 paper solved in the next chapter on Solved CAT passages)

Type B: Values or Judgmental Arguments: Values or Judgmental arguments, as the name suggests, have a value based judgment at their heart. There are two principal types of such arguments:

- Evaluation Argument
- Proposal Argument

Evaluation Argument: X is/isn’t a good Y or X is a Bad Y

Proposal Argument: One should/ should not do Y

We encourage the readers to try to start identifying each of these types of arguments in their daily reading scheme.

OceanofPDF.com



Theory of Reading Comprehension

Three

chapter

SOLVING READING COMPREHENSION (RC) IS AN EXACT SCIENCE

Perhaps the first thing that you should realize, as you set out to go about improving your Reading Comprehension skills, is that RC is an exact science. What we mean to say is that there is exactness and a precision to RC and the way its questions are answered. We would go as far as saying that the degree of precision in RC is close to that found in Mathematics.

The reason for the exactness is not hard to find. Consider what an examiner trying to create RC questions based on a passage will be trying to achieve through his questions. His objective is to test your understanding of the ideas contained in the passage. At the same time, he has to create questions that should stand the test of logic and reason. Especially, if the passage happens to be for a paper of CAT or XLRI or similar level exams. The examiner definitely realizes that his questions are going to become a subject of intense analysis by lakhs of students and dozens of training institutes and their trainers across the country. Hence, any scope for doubt or ambiguity about the correct answer in a question is something that a question setter cannot afford to leave. Hence, even though his primary objective will be to confuse an imperfectly trained mind, the examiner will definitely focus on keeping the correct answer unambiguous. The logic supporting the correct

answer hence, is always so strong, that it can be defended against the scrutiny of the entire community of students and analysts.

From the CAT /MBA/aptitude test aspirants' point of view, this translates into the fact that solving reading comprehension is an exact skill—as exact as mathematics is. All you need to do is to be able to think straight and remove self-created confusion in your mind.

The Cream of the Piece

Confused thought being the reason for selecting the incorrect options, your ability to think straight will invariably help you develop your ability for spotting the correct answer.

In this context, working on the seven dimension approach to develop reading skills (explained in detail in the previous chapter of this book) becomes extremely crucial for you as a student. The more you practice and develop those skills inside your mind, the higher will be your ability to get a correct picture of the authors' idea. The more qualitatively superior your picture of the authors' idea, the better your ability to prephrase the answer to the question asked. [As will be explained subsequently, prephrasing your answer is an extremely crucial skill for solving RC well].

TACKLING READING COMPREHENSION ON THE BASIS OF EVALUATION OF SUPPORTS

There is another useful process of solving RC questions—Consider each option of the RC question as a building supported by the foundation—the option being the building and the logic that supports the option being its foundation. As a student trying to solve the question, your objective is to spot the foundation which is the strongest. An analysis of typical questions set in RC, yields that normally two out of the 4 options fall by the wayside pretty easily since they have weak or 'false' logical supports.

Getting to the correct answer then depends upon your ability to evaluate the strength of the logic that supports each of the options.

ALL PASSAGES HAVE A TOPIC, A PURPOSE AND A PLAN

As already seen in the previous section on reading skills, every written piece that you will come across is written with a purpose. The author decides what his message about the topic is, at the very outset—before he writes his first words. Closely related to the topic of the passage is the scope of the passage—which can be looked at as the boundary of the passage. Concentrate on not just what the topic of the passage is but also on the scope of the passage.

By scope, we mean the specific components of the topic that the author wants to talk about.

This is also crucial since a lot of times incorrect options are created by going outside the scope of the passage.

Next, again before putting down his first words, the author creates a plan of how he /she is going to achieve his/her purpose. On the basis of this plan, the author creates a series of paragraph divisions.

In the context of an exam like CAT and other aptitude tests, passages contain about, 800–1200 words and have about five-six paragraphs in them. As a reader, you need to recognize that contained within each paragraph, will be an idea with its relevant supporting details.

Your first task is to discover the topic of the passage— something, which is usually revealed by the time you finish the first paragraph. As a reader your objective should be to decode each paragraph, as it comes in front of you. The decoding of each additional idea will help you in decoding out the author's structure, bit by bit. While reading, remember to consciously review at the end of each paragraph, how the same added to your understanding of the idea structure.

By the time you finish reading your mind should be clear about

- The purpose of the passage
- And the plan of organisation of the passage.

You need to remember that as a reader, you need to manage each passage strategically. Most often, the purpose of the paragraph will be clear by the time you are through reading one-third of the passage.

Getting to this point should be the primary purpose of your reading. If by the end of your reading, you have not identified the purpose, the plan and the idea contained in each paragraph of the passage, it is unlikely that you

will be able to answer questions based on the passage accurately. You are likely to get confused by options that are meant to confuse students who do not have a clear picture of the idea.

The Cream of the Piece

There are typically three ways in which confusing but incorrect options are created:

1. Creating Options that are inconsistent with the passage's point of view.
2. Creating Options that go outside the scope of the passage.
3. Creating eyewash options—options that contain words/phrases/sentences used in the passage, but in a way that is not related to the specific question being asked.
4. Creating an option by using a superfluous or irrelevant detail.

OTHER THINGS YOU NEED TO PICK UP WHILE READING THE PASSAGE

The Tonality and other ‘Software’ Related to the Author’s Viewpoint in the Passage

Apart from the idea structure (plan) and the purpose of the writing, there are several other things that should be picked up during you reading of the passage.

These include—keeping an outlook of the author’s choice of words, his/her use of adverbs and adjectives, the strength and quality of his/her argumentation, the tonality of the author, the degree of the force with which he is communicating the idea, the writing style of the author, the use of analogies and comparisons/contrasts by the author, etc.

These aspects can be described as the software in the passage since most of it is intangible—something not very easily describable.

Grasping the intangibles is crucial since there are a lot of questions that are asked on these—and there is no way you can go back to a part of the passage and find an answer to such questions without reading the whole passage again.

Specific Details and their Use in the Passage

Specific details are always used to support the author's view point about the topic. They are never used frivolously, since they have an inherent connection with the plan of the passage. As a reader, during your reading, you should skim over the details of the passage. The idea is to only catch what specific detail is mentioned and where it is mentioned.

You really do not need to go into the details of the specific details by themselves. What you need to do on the other hand, is to look for the logic of why a particular detail has been used in the passage and with which specific idea is the detail connected and how the detail is connected with this idea. The answer to the 'How' might be: to support/strengthen the idea's credibility or to attack/weaken it.

Getting this perspective will help you, since the questions asking about the specific details in the passage, are invariably phrased so as to see whether you have connected 'correctly' with the 'correct' idea.

Getting a view of the author's purpose in mentioning a specific detail will help you prephrase answers to questions the passage puts forth. Another point is that while reading the passage you should be able to distinguish between facts and interpretations that the author makes on the basis of the facts. Interpretations of facts signal idea transitions and the unfolding of fresh ideas from the author's viewpoint. Hence, you need to slow down while reading the same.

In terms of where the idea of a paragraph is placed within the paragraph, most authors stick to one way of writing throughout the passage. When you start reading a passage, try to identify the authors' specific choice of where he is placing his ideas in the paragraph. The most convenient readings are ones in which the author states the idea within a paragraph in either the first or the last sentence of the paragraph. These are also the most commonly used. However, many a time, the author will write his idea in the middle of the paragraph. The point is, whichever style the author uses, he is most likely to be consistent through all the paragraphs of the passage. If you happen to identify a consistent pattern in the first two paragraphs, you can zip through the passage because you will know exactly where to slow down while reading the remainder of the passage.

The following flowchart could be used as a reference point for improving RC skills:

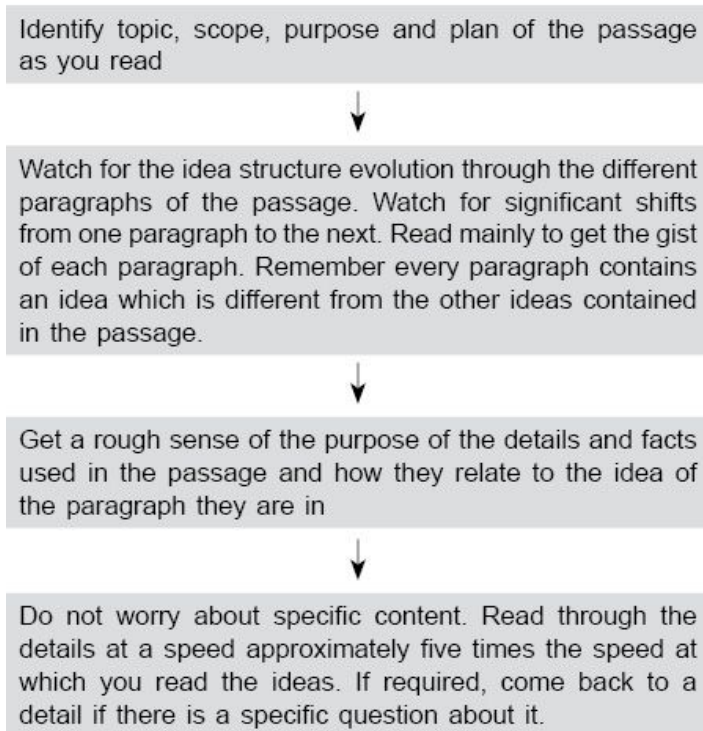


Fig. 3.1

TYPES OF QUESTIONS ASKED FROM READING COMPREHENSION PASSAGE

Global Questions (Main Idea, Overall Organization/Structure of the Passage)

The answers to global questions are to be found throughout the length of the passage. These include questions about:

- The Main Idea about the Passage;
- Logical Structure of the Passage; and
- Questions that ask about the style and Tonality of the Passage.

(a) The Main Idea of the Passage Here, you might be asked to recognize a correct restatement or a paraphrase of the main idea of a passage. Besides, main idea questions also include questions about the author's purpose and objectives in writing the passage, as also to guess a title for the passage—one which summarizes briefly, the main idea developed in the passage.

The following is an example of this question:



The central theme of the passage can be best summarized as:

- a. Our grassroots development at the panchayat level is now driven by the “foreign aid” syndrome.
 - b. Panchayati raj is firmly entrenched at the lower level of our federal system of governance.
 - c. A truly federal polity has not developed since PRIs have not been allowed the necessary political space.
 - d. The Union government and State-level parties are engaged in a struggle for the protection of their respective rights.
-

(b) Logical Structure of the Passage These questions ask you to analyze and evaluate the construction, organization and the logical structure of the passage.

For instance, they may ask about the construction of the passage—whether it defines, whether it compares and contrasts, whether it presents and supports a new idea or whether it refutes and opposes an idea. Questions might be framed on the assumptions that the author makes in presenting his ideas, or to evaluate how the author’s ideas can be strengthened or weakened from amongst a given set of options.

These questions measure your ability not only to comprehend a passage, but also to evaluate it critically. Your answering of such questions depends only on your ability to clearly understand the plan of the passage and your common sense.

You might be given options like:

- A historical point of view is stated, its contours are examined and a later supporting study is described in detail.
- Two opposing points of views about one topic are placed against each other and each is critically examined.
- An assumption is stated, relevant facts are examined, leading to the rejection/acceptance of the assumption.
- A traditional view point is outlined, its supporting structure is analysed and refuted in the light of new evidence.
- A less understood theory is reexplained using fresh contemporary examples.

(c) Questions that Ask about the Style and Tonality of a Passage These questions are based on the language used in the passage. The most common question under this type is the one where you might be asked to describe the author's tone in the passage with options like—'critical', 'supportive' 'enthusiastic', 'pragmatic', 'analytical', 'narrative', etc.

In order to answer such questions, you need to look for the language that is common to the entire passage. Remember the famous English saying —“One swallow does not a summer make.” Similarly, one or even a few words of criticism do not make the tone of the passage critical.

Only a tone that is consistently present in each and every paragraph of the passage can be defined as the tone of the passage. You might also be asked to infer the author's attitude towards an idea, a fact, or a situation from the words that he or she uses to describe it.

At times, these questions may also ask about the kind of source that the passage was probably drawn from, for what kind of audience was the passage written and so forth. Tonal questions are answered by discerning the use of words as well as the reason for the use of words in a passage. In order to deduce the answer to such questions you need to go beyond the literal meanings of the words used in the passage.

The Cream of the Piece

- Do not guess while solving global questions. Guesses do not work since you cannot answer these questions unless you have created a photocopy of the author's idea structure into your own mind.
- Answering global questions correctly gives us confidence since it allows us to verify our overall view of the author's purpose and plan.
- If you have read the passage using the reading skills mentioned above and throughout the last section, global questions are easy and sure marks.
- Confirmation of your opinions through solving global questions, makes the solving of specific questions easier.

Inferential Questions

There are broadly two types of inferential questions:

(a) Questions that Ask for Inferences Based on Information Presented in a Passage Often, ideas are implied in a passage without actually stating

the idea explicitly. These types of questions ask about ideas or meanings that can be deduced from the information that is explicitly stated. Hence, they measure your ability to ‘read between the lines.’

Answers for such questions are strongly suggested, but they are not specifically stated in the passage. The challenge is to figure out from which part of the passage does the inference arise and then read the nearby sentences in order to find the implied idea/s.

For a clear understanding of inferences, go through the section on Reading Skills given in the previous part of this book. An example of this question type is given below.



It can be inferred from the passage that nitro-glycerine is of value in treating heart-attacks because it

1. lowers the blood pressure.
 2. stimulates healing of an infarct.
 3. causes cardiac acceleration.
 4. dilates blood vessels.
-

Some common question structures of inferential types:

- The author implies which of the following?
- Which of the following can be inferred about the passage?
- The following ‘*Quote from passage*’ suggests that?
- With which of the following statements would the author most likely agree/disagree?
- Which of the following is most consistent with ‘something’ in the passage?

(b) Questions that Ask How Information Given in a Passage can be Applied to a Context Outside the Passage

These are one of the most difficult question types in RC. Solving such questions require the advanced skill of discerning relationships between situations or ideas presented in the passage and other parallel situations outside the boundaries of the passage. You need a crystal clear understanding of the passage to understand and solve these kinds of questions. In order to answer such questions, you need to more than just recall what you have read. You need to recognize the

essential attributes of the ideas and situations presented in the passage when they appear in an entirely new context.

The following is an example of such a question from the CAT 2005 paper. Perhaps a testimony of the fact about the difficulty of such questions is the fact that there was a tremendous dispute about the answer to this question amongst most national level coaching institutes of repute. Obviously, some of them got this answer very wrong.

Which, according to the author, would qualify as interesting psychology?

1. A statistician's dilemma over choosing the best method to solve an optimisation problem.
2. A chess player's predicament over adopting a defensive strategy against an aggressive opponent.
3. A mountaineer's choice of the best path to Mt. Everest from the base camp.
4. A finance manager's quandary over the best way of raising money from the market.

Logical or Cause and Effect Questions

These questions are relatively easier to solve since they are very direct and most of the time, are explicitly stated in the passage. The only skill required in such questions is your ability to distinguish between the cause and the effect. Remember the cause always comes before the effect.

A clear idea of the idea structure and the plan used in the passage is normally enough to answer such questions.

According to the passage, internal conflicts are psychologically more interesting than external conflicts because

1. internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.
2. only juveniles or very few "adults" actually experience external conflict, while internal conflict is more widely prevalent in society.
3. in situations of internal conflict, individuals experience a dilemma in resolving their own preferences for different outcomes.

4. there are no threats to the reader (or viewer) in case of external conflicts.

In the above question, (CAT 2005 again), the effect is that internal conflicts are more interesting than external conflicts. The reason for the same is sought as the answer. Besides cause and effect, logical questions might also ask about what additional details might strengthen or weaken an argument in the passage, questions about supporting and opposing idea, the purpose of a particular paragraph, etc.

Specific Details Questions

These are one of the most common types of questions. In such questions, a specific part/phrase/sentence from the paragraph is taken and a question is created with respect to the reason for citing the detail and/or what the detail represents. Since these details are specifically stated in the passage, answering such questions is easy if you have understood the passage well. The options created for these questions are either picked up directly from the sentences surrounding the specific detail being asked about or are rephrases of these sentences.

The Cream of the Piece

- According to the author, one result of the attacks was:
- The author states which of these about the impact of global warming?
- The passage gives information for answering which of the following questions?
- What is the author trying to say by '*Specific phrase from the passage*'?

AN IMPORTANT STRATEGY: PREPHRASING THE ANSWER

Prephrasing, i.e., trying to answer the question on the basis of your understanding of the passage without looking at the options given, is one of the most effective ways of solving RC. In order to prephrase an answer to a question, read the question carefully and explore your understanding of the passage to answer the same. Then phrase the answer to the question.

Once you have what you think is an accurate answer to the question, all you need to do is compare the answer you have phrased with the options and

find the option that matches your answer most closely.

Needless to say, the better your understanding of the passage, the more accurate you will be while paraphrasing the answer.

Why Paraphrasing Helps

- (a) It saves time since you are only confirming your predictions from amongst the answer choices. Hence, you do not need to look at the options too closely.
- (b) It decreases risk since if you find an answer close to what you are looking for, you are extremely unlikely to go wrong.
- (c) Getting an answer close to your paraphrased answer helps you build confidence about your understanding of the passage.

The Cream of the Piece


It would be wise to keep the following additional points at the back of your mind in order to help you solve RC better:

Careful reading of the question is extremely important. You should make certain that you are clear about what is being asked. One of the common errors occurs by choosing an incorrect option that is stated in the passage, but does not answer the question asked. Avoiding this error is crucial since such an error is essentially a silly error. [Author's note: CAT punishes silly errors extremely stringently. An indication of the same can be got by calculating that if you made a silly error in just 4 two mark questions in the CAT 2005 paper, you would end up with -2.66 marks instead of +8 marks. A net effect of 10.66 marks. An analysis of the past results reveals that 10.66 marks can count for as much as 30 percentile in the CAT. Four silly errors will effectively see you trading a ticket to IIM, Ahmedabad with a ticket to a C grade B-school. A difference of life and death in the context of the CAT and other aptitude exams!]

Read each of the options carefully. Refrain from assuming that you have selected the best answer without first reading and eliminating the other options.

While answering questions, do not rely on information or general knowledge that comes from outside the passage. Focus exclusively on the information contained within the passage in order to select the correct option.

In terms of the contrasting merits of Speed vs. Understanding, remember that one hundred times out of a hundred, understanding and not speed is the critical factor in reading comprehension.



Illustrative CAT Passages (Solved)

Four chapter

The following eleven passages are a reproduction of the Reading Comprehension (RC) section of the **CAT** paper. The first three passages are from **CAT 2006** paper & the later eight passages are from **CAT 2003** paper. The choice of papers from these two years is due to the following reasons:

- Upto 2005, CAT paper had 4-option questions. CAT 2003 paper would give you a feel of these questions.
- CAT 2006 passages have 5-option questions which is the current trend. CAT 2006 paper would give you the practice needed to solve CAT RC questions according to the latest pattern.

CAT 2006 has been given preference over the later CAT papers because of the fact that Reading Comprehension in CAT 2006 is supposed to be the toughest in the history of CAT. Detailed solutions have been provided for each of the eleven passages (including the ideal process of reading the passages, as also the reason for the elimination of each of the incorrect options.) First try to solve these and then look at the detailed thought processes involved for each passage.

However, since such a detailed analysis (the best way to read a passage) is rarely available anywhere, we would like the reader to first solve each passage on his own, by reading it in his normal reading style. Once you have read and solved the passage completely, reread the passage—which is

reproduced for your benefit, with detailed comments by the authors—understanding each of the points completely. Then try adopting this approach in your own reading style—by practicing it in everything you read (be it a newspaper article, a journal, a magazine, a fictional or non fictional book). As an additional exercise, you might also want to see what errors of comprehension occurred in case you had wrong answers.

CAT 2006

Passage I

Directions for Questions 1 to 5: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Fifteen years after communism was officially pronounced dead, its spectre seems once again to be haunting Europe. Last month, the Council of Europe's parliamentary assembly voted to condemn the "crimes of totalitarian communist regimes," linking them with Nazism and complaining that communist parties are still "legal and active in some countries." Now Goran Lindblad, the conservative Swedish MP behind the resolution, wants to go further. Demands that European Ministers launch a continent-wide anti-communist campaign—including school textbook revisions, official memorial days, and museums—only narrowly missed the necessary two-thirds majority. Mr. Lindblad pledged to bring the wider plans back to the Council of Europe in the coming months:

He has chosen a good year for his ideological offensive: this is the 50th anniversary of Nikita Khrushchev's denunciation of Josef Stalin and the subsequent Hungarian uprising, which will doubtless be the cue for further excoriation of the communist record. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have if anything, become more extreme as time has gone on. A clue as to why that might be can be found in the rambling report by Mr. Lindblad that led to the Council of Europe declaration. Blaming class struggle and public ownership, he explained "different elements of communist ideology such as equality or social justice still seduce many" and "a sort of nostalgia for communism is still alive." Perhaps the real problem for Mr. Lindblad and his right-wing allies in Eastern Europe is that communism is not dead

enough — and they will only be content when they have driven a stake through its heart.

The fashionable attempt to equate communism and Nazism is in reality a moral and historical nonsense. Despite the cruelties of the Stalin terror, there was no Soviet Treblinka or Sobibor, no extermination camps built to murder millions. Nor did the Soviet Union launch the most devastating war in history at a cost of more than 50 million lives—in fact it played the decisive role in the defeat of the German war machine. Mr. Lindblad and the Council of Europe adopt as fact the wildest estimates of those “killed by communist regimes” (mostly in famines) from the fiercely contested Black Book of Communism, which also underplays the number of deaths attributable to Hitler. But, in any case, none of this explains why anyone might be nostalgic in former communist states, now enjoying the delights of capitalist restoration.

The dominant account gives no sense of how communist regimes renewed themselves after 1956 or why Western leaders feared they might overtake the capitalist world well into the 1960s. For all its brutalities and failures, communism in the Soviet Union, Eastern Europe, and elsewhere delivered rapid industrialization, mass education, job security, and huge advances in social and gender equality. Its existence helped to drive up welfare standards in the west, and provided a powerful counterweight to western global domination.

It would be easier to take the Council of Europe’s condemnation of communist state crimes seriously if it had also seen fit to denounce the far bloodier record of European colonialism—which only finally came to an end in the 1970s. This was a system of racist despotism, which dominated the globe in Stalin’s time. And while there is precious little connection between the ideas of fascism and communism, there is an intimate link between colonialism and Nazism. The terms *lebensraum* and *konzentrationslager* were both first used by the German colonial regime in South-West Africa (now Namibia), which committed genocide against the Herero and Nama peoples and bequeathed its ideas and personnel directly to the Nazi parry.

Around 10 million Congolese died as a result of Belgian forced labor and mass murder in the early twentieth century; tens of millions perished in

avoidable or enforced famines in British-ruled India; up to a million Algerians died in their war for independence, while controversy now rages in France about a new law requiring teachers to put a positive spin on colonial history. Comparable atrocities were carried out by all European colonialists, but not a word of condemnation from the Council of Europe. Presumably, European lives count for more.

No major twentieth century political tradition is without blood on its hands, but battles over history are more about the future than the past. Part of the current enthusiasm in official Western circles for dancing on the grave of communism is no doubt about relations with today's Russia and China. But it also reflects a determination to prove there is no alternative to the new global capitalist order - and that any attempt to find one is bound to lead to suffering. With the new imperialism now being resisted in the Muslim world and Latin America, growing international demands for social justice and ever greater doubts about whether the environmental crisis can be solved within the existing economic system, the pressure for alternatives will increase.

1. Among all the apprehensions that Mr. Goran Lindblad expresses against communism, which one gets admitted, although indirectly, by the author?
 - (a) There is nostalgia for communist ideology even if communism has been abandoned by most European nations.
 - (b) Notions of social justice inherent in communist ideology appeal to critics of existing systems.
 - (c) Communist regimes were totalitarian and marked by brutalities and large scale violence.
 - (d) The existing economic order is wrongly viewed as imperialistic by proponents of communism
 - (e) Communist ideology is faulted because communist regimes resulted in economic failures.
2. What, according to the author, is the real reason for a renewed attack against communism?
 - (a) Disguising the unintended consequences of the current economic order such as social injustice and environmental crisis.

- (b) Idealising the existing ideology of global capitalism.
 - (c) Making communism a generic representative of all historical atrocities, especially those perpetrated by the European imperialists.
 - (d) Communism still survives, in bits and pieces, in the minds and hearts of people.
 - (e) Renewal of some communist regimes has led to the apprehension that communist nations might overtake the capitalists.
3. The author cites examples of atrocities perpetrated by European colonial regimes in order to
- (a) compare the atrocities committed by colonial regimes with those of communist regimes.
 - (b) prove that the atrocities committed by colonial regimes were more than those of communist regimes.
 - (c) prove that, ideologically, communism was much better than colonialism and Nazism.
 - (d) neutralise the arguments of Mr. Lindblad and to point out that the atrocities committed by colonial regimes were more than those of communist regimes.
 - (e) neutralise the arguments of Mr. Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.
4. Why, according to the author, is Nazism closer to colonialism than it is to communism?
- (a) Both colonialism and Nazism were examples of tyranny of one race over another.
 - (b) The genocides committed by the colonial and the Nazi regimes were of similar magnitude.
 - (c) Several ideas of the Nazi regime were directly imported from colonial regimes.
 - (d) Both colonialism and Nazism are based on the principles of imperialism.
 - (e) While communism was never limited to Europe, both the Nazis and the colonialists originated in Europe.

5. Which of the following cannot be inferred as a compelling reason for the silence of the Council of Europe on colonial atrocities?
- (a) The Council of Europe being dominated by erstwhile colonialists.
 - (b) Generating support for condemning communist ideology.
 - (c) Unwillingness to antagonize allies by raking up an embarrassing past.
 - (d) Greater value seemingly placed on European lives.
 - (e) Portraying both communism and Nazism as ideologies to be condemned.

Detailed Explanation

Have you read and solved this passage? Now go through it again with our comments. “Check your answers with those given below along with their explanatory notes or author’s advice on how they should be read. The passage in *italics* is the reproduction of relevant section from the original passage, and this will be followed by an explanation or author’s interpretation of the same.”

Directions for Questions 1 to 5: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Fifteen years after communism was officially pronounced dead, its spectre seems once again to be haunting Europe.

(Introduction of an idea—communism is raising its head again??)

Last month, the Council of Europe’s parliamentary assembly voted to condemn the “crimes of totalitarian communist regimes” linking them with Nazism

(New idea—link of totalitarian communist regimes with Nazism)

and complaining that communist parties are still “legal and active in some countries.” Now Goran Lindblad, the conservative Swedish MP behind the resolution, wants to go further.

(Introduction of the person behind the resolution—Goran Lindblad)

Demands that European Ministers launch a continent-wide anti-communist campaign - including school textbook revisions, official memorial days, and museums - only narrowly missed the necessary two-thirds majority. Mr.

Lindblad pledged to bring the wider plans back to the Council of Europe in the coming months.

(The author is mentioning specific details here—so all you need to gather here is that Lindblad is trying to intensify the anti communism campaign through a variety of means) (New paragraph coming up—start to focus on what ideas are going to be thrown at you)

He has chosen a good year for his ideological offensive: this is the 50th anniversary of Nikita Khrushchev's denunciation of Josef Stalin and the subsequent Hungarian uprising, which will doubtless be the cue for further excoriation of the communist record. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have if anything, become more extreme as time has gone on.

(new idea introduced here—that the attacks on communism have got intensified as time goes on in spite of the fact there are almost no communist governments in Europe)

A clue as to why that might be can be found in the rambling report by Mr. Lindblad that led to the Council of Europe declaration.

(idea coming up—tentacles on!!)

Blaming class struggle and public ownership, he explained “different elements of communist ideology such as equality or social justice still seduce many” and “a sort of nostalgia for communism is still alive.”

(Obviously the author is hinting at the fact that Lindblad is not content that communism as a form of government is not thriving—he even has a problem with the fact that the ideals of communism like class struggle and public ownership of resources still sound seductive to the minds of many—the next sentence confirms this predictive thought.)

Perhaps the real problem for Mr. Lindblad and his right-wing allies in Eastern Europe is: that communism is not dead enough — and they will only be content when they have driven a stake through its heart.

(New paragraph—new idea coming up)

The fashionable attempt to equate communism and Nazism is in reality a moral and historical nonsense.

(The author starts off with a strong statement about what he feels on the issue of the equation of Nazism and communism. Obviously he has to go on and support his argument—that Nazism and Communism cannot be compared!! Look out for what he says to support his argument as you read the next few lines.)

Despite the cruelties of the Stalin terror,

(even if you do not know that Stalin's regime represented communism, you would have known by now.)

there was no Soviet Treblinka or Sobibor, no extermination camps built to murder millions. Nor did the Soviet Union launch the most devastating war in history at a cost of more than 50 million lives - in fact it played the decisive role in the defeat of the German war machine. Mr. Lindblad and the Council of Europe adopt as fact the wildest estimates of those “killed by communist regimes” (mostly in famines) from the fiercely contested Black Book of Communism, which also underplays the number of deaths attributable to Hitler. But, in any case, none of this explains why anyone might be nostalgic in former communist states, now enjoying the delights of capitalist restoration.

(Again the author leaves us here with food for thought—if communism was so bad and capitalism so good—why would anybody in a previously communist state be nostalgic about communism—especially after he has supposedly got a taste of capitalism through capitalist restoration!! Strong opinion expressed by the author and he is clearly pointing out that communism is not nearly as bad as Mr. Lindblad is trying to suggest.)

The dominant account gives no sense of how communist regimes renewed themselves after 1956 or why Western leaders feared they might overtake the capitalist world well into the 1960s.

(The author is again raising a serious point here—if communism was so bad for everyone—how did it renew itself after 1956—50 years ago when the Khrushchev Stalin standoff referred to earlier in the passage must have occurred.)

For all its brutalities and failures, communism in the Soviet Union, Eastern Europe, and elsewhere delivered rapid industrialization, mass education, job security, and huge advances in social and gender equality.

(and how did it develop all these wonderful things!!)

Its existence helped to drive up welfare standards in the west, and provided a powerful counterweight to western global domination.

(another brownie point for communism!!)

(New paragraph—the author is likely to take a new turn!!)

It would be easier to take the Council of Europe’s condemnation of communist state crimes seriously if it had also seen fit to denounce the far bloodier record of European colonialism

(hmmm! Colonialism—new concept added—and most likely interchangeably used by the author as a precursor to capitalism!!)

- which only finally came to an end in the 1970s. This was a system of racist despotism, which dominated the globe in Stalin’s time. And while there is

precious little connection between the ideas of fascism and communism, there is an intimate link between colonialism and Nazism.

(Hoo! Now the author comes out of defending communism and starts off with a full frontal attack on colonialism and its offspring capitalism).

The terms lebensraum and konzentrationslager were both first used by the German colonial regime in South-West Africa (now Namibia), which committed genocide against the Herero and Nama peoples and bequeathed its ideas and personnel directly to the Nazi party.

Around 10 million Congolese died as a result of Belgian forced labor and mass murder in the early twentieth century; tens of millions perished in avoidable or enforced famines in British-ruled India; up to a million Algerians died in their war for independence, while controversy now rages in France about a new law requiring teachers to put a positive spin on colonial history. Comparable atrocities were carried out by all European colonialists, but not a word of condemnation from the Council of Europe. Presumably, European lives count for more.

(Huge criticism of colonialism here!! Last paragraph coming up—the author is likely to move us into a conclusion—Increase your focus at this point.)

No major twentieth century political tradition is without blood on its hands, but battles over history are more about the future than the past. Part of the current enthusiasm in official Western circles for dancing on the grave of communism is no doubt about relations with today's Russia and China. But it also reflects a determination to prove there is no alternative to the new global capitalist order - and that any attempt to find one is bound to lead to suffering. With the new imperialism now being resisted in the Muslim world and Latin America, growing international demands for social justice and ever greater doubts about whether the environmental crisis can be solved within the existing economic system, the pressure for alternatives will increase.

1. Among all the apprehensions that Mr. Goran Lindblad expresses against communism, which one gets admitted, although indirectly, by the author?

(Read the question properly—we have to identify which of Lindblad's apprehension has the author admitted indirectly!!)

- (a) There is nostalgia for communist ideology even if communism has been abandoned by most European nations.

(This is not an apprehension of Lindblad against communism—so cannot be the answer!!)

- (b) Notions of social justice inherent in communist ideology appeal to critics of existing systems.

(This is again not an apprehension of Lindblad against communism.)

- (c) Communist regimes were totalitarian and marked by brutalities and large scale violence.

(First line of the last paragraph—‘No major twentieth century political tradition is without blood on its hands’, means that the author is agreeing that even communism has blood on its hands.)

- (d) The existing economic order is wrongly viewed as imperialistic by proponents of communism.

(Irrelevant point—option has been created by picking up words from the last paragraph and has no relevance to the question asked.)

- (e) Communist ideology is faulted because communist regimes resulted in economic failures.

(Again an irrelevant point)

- 2. What, according to the author, is the real reason for a renewed attack against communism?

(Read the question clearly and understand exactly what they are asking you to do—the question is pretty clear—we are looking for the ‘real reason’ for a renewed attack against communism—which means that we are essentially looking for the motives of the people who have attacked communism.)

- (a) Disguising the unintended consequences of the current economic order such as social injustice and environmental crisis.

(Check the truth of the statement: “Disguising the unintended consequences of the current economic order is the real reason for a renewed attack against communism—Maybe a reason but not the real reason. Hence cannot be the answer.)

- (b) Idealising the existing ideology of global capitalism.

(Obviously this looks right. The people attacking communism are actually trying to idealise the ideology of global capitalism. Clearly stated in “But it also reflects a determination to prove there is no alternative to the new global capitalist order - and that any attempt to find one is bound to lead to suffering” in the last paragraph. Hence, this option is correct.)

- (c) Making communism a generic representative of all historical atrocities, especially those perpetrated by the European imperialists.

(This is clearly not a reason for the attack—although this might be partially the outcome of the attack. These are the kinds of options students get confused with—due to their misreading the question and what it is asking.)

- (d) Communism still survives, in bits and pieces, in the minds and hearts of people.

(Again a fact – but cannot be attributed to be the reason behind the attack.)

- (e) Renewal of some communist regimes has led to the apprehension that communist nations might overtake the capitalists.

(This is something that has again been said in the passage—but for it to be the answer to the present question it has to have a cause-effect relationship with the renewed attack on communism. For this to hold true the sentence you need to construct in your mind and check for its truth goes as: “The real reason for the renewed attacks on communism is due to the apprehension that communist nations might overtake the capitalists. Obviously this is not true!!)

3. The author cites examples of atrocities perpetrated by European colonial regimes in order to

(Look for what exactly the author is trying to prove by citing the examples of the atrocities of the European colonial regime—means look for the main tilt of the argument the author is making in the last couple of paragraphs where this point is mentioned.)

- (a) compare the atrocities committed by colonial regimes with those of communist regimes.

(This is not his point although he might be doing it.)

- (b) prove that the atrocities committed by colonial regimes were more than those of communist regimes.

(Similar to the first option—only goes one step further—and is not what the author is trying to prove.)

- (c) prove that, ideologically, communism was much better than colonialism and Nazism.

(He does not go on to say that—the author is obviously more balanced than that—he says in the first line of the last paragraph that all regimes had blood on their hands—so he is obviously not trying to defend communism on that count.)

- (d) neutralise the arguments of Mr. Lindblad and to point out that the atrocities committed by colonial regimes were more than those of communist regimes.

- (e) neutralise the arguments of Mr. Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.

(Obviously the author is trying to neutralise Mr. Lindblad’s arguments—however you need to discern the difference between the two options—Again here the fourth option fails because the author is clearly not trying to prove that the atrocities committed by the colonial regime were greater than those of the communist regimes. Hence, option 5 is correct.)

4. Why, according to the author, is Nazism closer to colonialism than it is to communism?

- (a) Both colonialism and Nazism were examples of tyranny of one race over another.

(By the terms lebensraum and konzentrationslager the author is trying to allude to racial tyranny – which was one of the cornerstones of Nazism and originated as an idea from the German colonial regime. Hence, this option is correct.)

- (b) The genocides committed by the colonial and the Nazi regimes were of similar magnitude:

(Magnitudes are not being compared—ideologies are!!)

- (c) Several ideas of the Nazi regime were directly imported from colonial regimes.

- (d) Both colonialism and Nazism are based on the principles of imperialism.

(They are not—imperialism was the precursor of capitalism – not of colonialism and neither of Nazism.)

- (e) While communism was never limited to Europe, both the Nazis and the colonialists originated in Europe.

(Again not an important point)

5. Which of the following cannot be inferred as a compelling reason for the silence of the Council of Europe on colonial atrocities?

“Please note—we are looking for what cannot be inferred!!”

- (a) The Council of Europe being dominated by erstwhile colonialists.

(The council of Europe is silent because of being dominated by erstwhile colonialists—true, this can be inferred, hence this cannot be the answer.)

- (b) Generating support for condemning communist ideology.

(Check this option too by making a statement as illustrated in the previous option. True—can be inferred. Hence, cannot be the answer.)

- (c) Unwillingness to antagonize allies by raking up an embarrassing past.

(True—can be inferred. Hence, cannot be the answer.)

- (d) Greater value seemingly placed on European lives.

(This is said in the passage verbatim—but is not a reason why the council of Europe is silent. Hence, cannot be inferred. This is the correct option.)

The normal incorrect thought process from a confused mind would say that this has been explicitly mentioned – hence will not qualify as something that cannot be inferred. Notice that the CAT has a propensity to create such dummies for students—where they pick up a word or a phrase from the passage and use it to create a wrong option. Confused minds think that this has been said in the passage and fall for the trap. Hence, make sure that you are very clear about what the question is asking you and also make sure that you answer the question asked and not something else. Very often reading the question/options carefully will help you avoid errors!!)

- (e) Portraying both communism and Nazism as ideologies to be condemned.

(True, they are trying to do this! Hence, cannot be the answer.)

Passage II

Directions for Questions 6 to 10: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

My aim is to present a conception of justice which generalizes and carries to a higher level of abstraction the familiar theory of the social contract. In order to do this we are not to think of the original contract as one to enter a particular society or to set up a particular form of government. Rather, the idea is that the principles of justice for the basic structure of society are the object of the original agreement. They are the principles that free and rational persons concerned to further their own interests would accept in an initial position of equality. These principles are to regulate all further agreements; they specify the kinds of social cooperation that can be entered into and the forms of government that can be established. This way of regarding the principles of justice, I shall call justice as fairness. Thus, we are to imagine that those who engage in social cooperation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits. Just as each person must decide by rational reflection what constitutes his good, that is, the system of ends which it is rational for him to pursue, so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty determines the principles of justice.

In 'justice as fairness', the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterized so as to lead to a certain conception of justice. Among the essential features of this situation is that no one knows his place in society, his class position or social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen

behind a veil of ignorance. This ensures that no one is advantaged or disadvantaged in the choice of principles by the outcome of natural chance or the contingency of social circumstances. Since all are similarly situated and no one is able to design principles to favor his particular condition, the principles of justice are the result of a fair agreement or bargain.

Justice as fairness begins with one of the most general of all choices which persons might make together, namely, with the choice of the first principles of a conception of justice which is to regulate all subsequent criticism and reform of institutions. Then, having chosen a conception of justice, we can suppose that they are to choose a constitution and a legislature to enact laws, and so on, all in accordance with the principles of justice initially agreed upon. Our social situation is just if it is such that by this sequence of hypothetical agreements we would have contracted into the general system of rules which defines it. Moreover, assuming that the original position does determine a set of principles, it will then be true that whenever social institutions satisfy these principles, those engaged in them can say to one another that they are cooperating on terms to which they would agree if they were free and equal persons whose relations with respect to one another were fair. They could all view their arrangements as meeting the stipulations which they would acknowledge in an initial situation that embodies widely accepted and reasonable constraints on the choice of principles. The general recognition of this fact would provide the basis for a public acceptance of the corresponding principles of justice. No society can, of course, be a scheme of cooperation which men enter voluntarily in a literal sense; each person finds himself placed at birth in some particular position in some particular society, and the nature of this position materially affects his life prospects. Yet a society satisfying the principles of justice as fairness comes as close as a society can to being a voluntary scheme, for it meets the principles which free and equal persons would assent to under circumstances that are fair.

6. A just society, as conceptualized in the passage, can be best described as:
 - (a) A Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.

- (b) A hypothetical society in which people agree upon principles of justice which are fair.
 - (c) A society in which principles of justice are not based on the existing positions and powers of the individuals.
 - (d) A society in which principles of justice are fair to all.
 - (e) A hypothetical society in which principles of justice are not based on the existing positions and powers of the individuals.
7. The original agreement or original position in the passage has been used by the author as:
- (a) A hypothetical situation conceived to derive principles of justice which are not influenced by position, status and condition of individuals in the society.
 - (b) A hypothetical situation in which every individual is equal and no individual enjoys any privilege based on the existing positions and powers.
 - (c) A hypothetical situation to ensure fairness of agreements among individuals in society.
 - (d) An imagined situation in which principles of justice would have to be fair.
 - (e) An imagined situation in which fairness is the objective of the principles of justice to ensure that no individual enjoys any privilege based on the existing positions and powers.
8. Which of the following best illustrates the situation that is equivalent to choosing 'the principles of justice' behind a 'veil of ignorance'?
- (a) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck, but have some possibility of returning.
 - (b) The principles of justice are chosen by a group of school children whose capabilities are yet to develop.
 - (c) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck and have no possibility of returning.

- (d) The principles of justice are chosen assuming that such principles will govern the lives of the rule makers only in their next birth if the rule makers agree that they will be born again.
 - (e) The principles of justice are chosen by potential immigrants who are unaware of the resources necessary to succeed in a foreign country.
9. Why, according to the passage, do principles of justice need to be based on an original agreement?
- (a) Social institutions and laws can be considered fair only if they conform to principles of justice.
 - (b) Social institutions and laws can be fair only if they are consistent with the principles of justice as initially agreed upon.
 - (c) Social institutions and laws need to be fair in order to be just.
 - (d) Social institutions and laws evolve fairly only if they are consistent with the principles of justice as initially agreed upon.
 - (e) Social institutions and laws conform to the principles of justice as initially agreed upon.
10. Which of the following situations best represents the idea of justice as fairness, as argued in the passage?
- (a) All individuals are paid equally for the work they do.
 - (b) Everyone is assigned some work for his or her livelihood.
 - (c) All acts of theft are penalized equally.
 - (d) All children are provided free education in similar schools.
 - (e) All individuals are provided a fixed sum of money to take care of their health.

Detailed Explanation

Have you read and solved this passage? Now go through it again with our comments. “Check your answers with those given below along with their explanatory notes or author’s advice on how they should be read. The passage in *italics* is the reproduction of relevant section from the original passage, and this will be followed by an explanation or author’s interpretation of the same.”

Directions for Questions 6 to 10: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

*My **aim** is to present a conception of justice which generalizes and carries to a higher level of abstraction the familiar theory of the social contract.*

(The author is trying to generalize the abstract theory of the social contract—at this stage even if you do not know what the social contract theory is, you would still need to carry the idea ahead—and trust that the author is going to explain the theory.)

In order to do this we are not to think of the original contract as one to enter a particular society or to set up a particular form of government.

(He is going ahead with the explanation of what he means by the social contract—in this sentence he has named it as the original contract. Look out for what he is trying to hint at in the next few sentences—concentration time)

Rather, the idea is that the principles of justice for the basic structure of society are the object of the original agreement.

(Catch a new concept here called the ‘original agreement’. Look out for the definition of this!!)

They are the principles that free and rational persons concerned to further their own interests would accept in an initial position of equality.

(There you go—the original agreement is defined!! Catch it at this point. From here you can move faster.)

These principles are to regulate all further agreements; they specify the kinds of social cooperation that can be entered into and the forms of government that can be established. This way of regarding the principles of justice, I shall call justice as fairness. Thus, we are to imagine that those who engage in social cooperation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits. Just as each person must decide by rational reflection what constitutes his good, that is, the system of ends which it is rational for him to pursue, so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty determines the principles of justice.

In ‘justice as fairness’, the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterized so as to lead to a certain conception of justice.

(Further explanation of 'justice as fairness', a concept the author had introduced in the first paragraph. Light reading but grasp the essence of what the author is saying.)

Among the essential features of this situation is that no one knows his place in society, his class position or social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen behind a veil of ignorance.

(crucial idea)

This ensures that no one is advantaged or disadvantaged in the choice of principles by the outcome of natural chance or the contingency of social circumstances. Since all are similarly situated and no one is able to design principles to favor his particular condition, the principles of justice are the result of a fair agreement or bargain.

Justice as fairness begins with one of the most general of all choices which persons might make together, namely, with the choice of the first principles of a conception of justice which is to regulate all subsequent criticism and reform of institutions. Then, having chosen a conception of justice, we can suppose that they are to choose a constitution and a legislature to enact laws, and so on, all in accordance with the principles of justice initially agreed upon. Our social situation is just if it is such that by this sequence of hypothetical agreements we would have contracted into the general system of rules which defines it. Moreover, assuming that the original position does determine a set of principles, it will then be true that whenever social institutions satisfy these principles, those engaged in them can say to one another that they are cooperating on terms to which they would agree if they were free and equal persons whose relations with respect to one another were fair. They could all view their arrangements as meeting the stipulations which they would acknowledge in an initial situation that embodies widely accepted and reasonable constraints on the choice of principles. The general recognition of this fact would provide the basis for a public acceptance of the corresponding principles of justice. No society can, of course, be a scheme of cooperation which men enter voluntarily in a literal sense; each person finds himself placed at birth in some particular position in some particular society, and the nature of this position materially affects his life prospects. Yet a society satisfying the principles of

justice as fairness comes as close as a society can to being a voluntary scheme, for it meets the principles which free and equal persons would assent to under circumstances that are fair.

(This paragraph was much lighter reading than the previous one. Let us now move onto the questions asked and see what is asked.)

6. A just society, as conceptualized in the passage, can be best described as:

(a) A Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.

(The situation does not describe equality for everyone.)

(b) A hypothetical society in which people agree upon principles of justice which are fair.

(We are definitely not talking about a hypothetical society!!This cannot be the correct answer.)

(c) A society in which principles of justice are not based on the existing positions and powers of the individuals.

(d) A society in which principles of justice are fair to all.

(e) A hypothetical society in which principles of justice are not based on the existing positions and powers of the individuals. *(We are definitely not talking about a hypothetical society!!This cannot be the correct answer.)*

Between (c) and (d) options, (c) fits better as it gives a closer analysis of the main idea of the passage—that we are talking about a society where the initial agreement is not based on existing powers and positions of individuals. Option (d) is also correct but the question asks us to choose the option which best describes a just society. Between options (c) and (d) option (c) is obviously better.

7. The original agreement or original position in the passage has been used by the author as:

(a) A hypothetical situation conceived to derive principles of justice which are not influenced by position, status and condition of individuals in the society.

(b) A hypothetical situation in which every individual is equal and no individual enjoys any privilege based on the existing positions and powers.

(Nowhere is it mentioned that in the original position every individual is equal as we are talking about a hypothetical situation of equal liberty and not of equality).

(c) A hypothetical situation to ensure fairness of agreements among individuals in society.

(Ensure?? Does not fit)

- (d) An imagined situation in which principles of justice would have to be fair.

(Irrelevant—this is not how the original position has been used by the author!)

- (e) An imagined situation in which fairness is the objective of the principles of justice to ensure that no individual enjoys any privilege based on the existing positions and powers.

(Again this is not the objective—we are not trying to create a society where everyone is equal.)

Option (a) is the correct answer as the author uses the original position as a hypothetical situation which is used to derive the principles of justice which are not influenced by position, status and condition of individuals in the society.

8. Which of the following best illustrates the situation that is equivalent to choosing ‘the principles of justice’ behind a ‘veil of ignorance’?

- (a) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck, but have some possibility of returning.

(Not the correct answer as businessmen would know what they are good at and more skilled at—so they would have their own preferences).

- (b) The principles of justice are chosen by a group of school children whose capabilities are yet to develop.

(Tempting answer!! Again the school children would already have their preferences—so no veil of ignorance.)

- (c) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck and have no possibility of returning.

(Possibility of returning makes no difference to the fact that the businessmen would know their special skills and psychological propensities—hence this situation is not akin to one where things are done behind a veil of ignorance.)

- (d) The principles of justice are chosen assuming that such principles will govern the lives of the rule makers only in their next birth if the rule makers agree that they will be born again.

- (e) The principles of justice are chosen by potential immigrants who are unaware of the resources necessary to succeed in a foreign country.

(Again these people would know their skills and psychological propensities)

Option (d) is the best answer because in that case we know for sure that an individual is not going to know his position, skills and psychological inclinations in his next birth—so he would have to be fair

to everyone while choosing the principle of justice.

9. Why, according to the passage, do principles of justice need to be based on an original agreement?

(a) Social institutions and laws can be considered fair only if they conform to principles of justice.

(Conformity is not talked about here—the principles of justice are likely to be too abstract to demand exact conformity with them from social institutions and laws.)

(b) Social institutions and laws can be fair only if they are consistent with the principles of justice as initially agreed upon.

(c) Social institutions and laws need to be fair in order to be just.

(Does not answer the question asked.)

(d) Social institutions and laws evolve fairly only if they are consistent with the principles of justice as initially agreed upon.

(e) Social institutions and laws conform to the principles of justice as initially agreed upon.

(Again conformity is going a tad too far here.)

Between options (b) and (d) the only difference is of the words ‘can be fair’ in option (b) and ‘evolve fairly’ option (d). Obviously the whole passage is not about fair evolution of social institutions and laws—rather they are about these being fair. Hence, option (b) is correct.

My observation is that these kind of options appear close to test takers. The only feasible reason one can pinpoint in such cases is that aspirants do not learn how to read the crucial differences between two sentences which look very similar but are drastically different in their meanings – like this case. A single word or a word relationship can drastically change the meaning of the option—something that the CAT does regularly and something that you should learn to take care of.)

10. Which of the following situations best represents the idea of justice as fairness, as argued in the passage?

(a) All individuals are paid equally for the work they do.

(Equal pay is not close to justice of fairness.)

(b) Everyone is assigned some work for his or her livelihood.

(Again not something that is necessarily required as a conception of justice—although someone with a socialist mindset might like this option!!)

(c) All acts of theft are penalized equally.

(d) All children are provided free education in similar schools.

(Very clearly the best option here—as in a just society one would want to reduce all differentiation between children at the school level and give all children an equal chance to mould themselves and their lives.)

- (e) All individuals are provided a fixed sum of money to take care of their health.

Passage III

Directions for Questions 11 to 15: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

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

It is clear that this dogmatic attitude; which makes us stick to our first impressions, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief. Now according to Hume’s theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure in rites and in repetition as such, is characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.

My logical criticism of Hume’s psychological theory, and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking, or the dogmatic and the critical attitude, brings us right

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

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

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

11. In the context of science, according to the passage, the interaction of dogmatic *beliefs* and critical attitude can be best described as:
 - (a) A duel between two warriors in which one has to die.
 - (b) The effect of a chisel on a marble stone while making a sculpture.

- (c) The feedstock (natural gas) in fertilizer industry being transformed into fertilizers.
 - (d) A predator killing its prey.
 - (e) The effect of fertilizers on a sapling.
12. According to the passage, the role of a dogmatic attitude and of dogmatic behaviour in the development of science is
- (a) critical and important, as, without it, initial hypotheses or conjectures can never be made.
 - (b) positive, as conjectures arising out of our dogmatic attitude become science.
 - (c) negative, as it leads to pseudo-science.
 - (d) neutral, as the development of science is essentially because of our critical attitude.
 - (e) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.
13. Dogmatic behaviour, in this passage, has been associated with primitives and children. Which of the following best describes the reason why the author compares primitives with children?
- (a) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.
 - (b) Primitives are people who, though not modern, are as innocent as children.
 - (c) Primitives are people without a critical attitude, just as children are.
 - (d) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.
 - (e) Primitives are people who are not civilized enough, just as children are not.
14. Which of the following statements best supports the argument in the passage that a critical attitude leads to a weaker belief than a dogmatic attitude does?
- (a) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.

- (b) A critical attitude, by definition, is centered on an analysis of anomalies and “noise”.
 - (c) A critical attitude leads to questioning everything, and in the process generates “noise” without any conviction.
 - (d) A critical attitude is antithetical to conviction, which is required for strong beliefs.
 - (e) A critical attitude leads to questioning and to tentative hypotheses.
15. According to the passage, which of the following statements best describes the difference between science and pseudo-science?
- (a) Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true.
 - (b) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.
 - (c) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.
 - (d) Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths.
 - (e) Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments.

Detailed Explanation

Have you read and solved this passage. Now go through it again with our comments. “Check your answers with those given below along with their explanatory notes or author’s advice on how they should be read. The passage in *italics* is the reproduction of relevant section from the original passage, and this will be followed by an explanation or author’s interpretation of the same.”

Directions for Questions 11 to 15: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each*

question.

Our propensity to look out for regularities, and to impose laws upon nature, leads to the psychological phenomenon of dogmatic thinking or, more generally, dogmatic behavior:

(The author is directly starting off with an idea heavy sentence—catch this and in case you do not understand what dogmatic means then understand the meaning of that from the next part of the sentence—the author is almost obligated to define that more clearly as general writing styles always use idea-elaboration or idea- explanation structures of writing.)

we expect regularities everywhere and attempt to find them even where there are none;

(Here he has defined dogmatic for you!! You can try to move ahead faster from here);

events which do not yield to these attempts we are inclined to treat as a kind of ‘background noise’; and we stick to our expectations even when they are inadequate and we ought to accept defeat: This dogmatism is to some extent necessary. It is demanded by a situation which can only be dealt with by forcing our conjectures upon the world. Moreover, this dogmatism allows us to approach a good theory in stages, by way of approximations: if we accept defeat too easily, we may prevent ourselves from finding that we were very nearly right.

(New Paragraph—look for a shift of the idea. Slowdown!!)

It is clear that this dogmatic attitude; which makes us stick to our first impressions, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief.

(Key idea introduced—the difference between strong and weaker beliefs)

Now according to Hume’s theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure in rites and in repetition as such, is characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.

(A dichotomy is pointed out here—the author is saying that stronger beliefs should come to less primitive and more mature people as strength of belief is a function of repetition. However, in truth, dogmatism and rigid beliefs are more characteristic of children and primitives and maturity and experience make people more cautious about being dogmatic in their beliefs.)

My logical criticism of Hume's psychological theory,

(whew...a totally different direction...look out...caution advocated!!)

and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking,

(recognize that dogmatism and critical attitude are being used as opposites by the author here. If you do so then the next part of the paragraph is likely to be easier for you.)

or the dogmatic and the critical attitude, brings us right back to our central problem. For the dogmatic attitude is clearly related to the tendency to verify our laws and schemata by seeking to apply them—and to confirm them, even to the point of neglecting refutations, whereas the critical attitude is one of readiness to change them - to test them; to refute them; to falsify them, if possible.

(This is almost predictable if you have caught the idea that the author is using—distinction between dogmatic attitude and critical attitude.)

This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudo-scientific. It further suggests that genetically speaking the pseudo-scientific attitude is more primitive than, and prior to, the scientific attitude: that it is a pre-scientific attitude. And this primitivity or priority also has its logical aspect. For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: criticism must be directed against existing and influential beliefs in need of critical revision - in other words, dogmatic beliefs. A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically.:

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

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

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

(a) A duel between two warriors in which one has to die.

(Both survive—so one does not need to die.)

(b) The effect of a chisel on a marble stone while making a sculpture.

(The passage talks about co-existence and continuous to and fro iterations between the dogmatic beliefs and critical attitude. Critical attitude acts like a chisel on a marble stone—this is something that can be inferred. Hence, this is the correct answer.)

(c) The feedstock (natural gas) in fertilizer industry being transformed into fertilizers.

(Although dogmatic beliefs have been talked about as the raw material for a critical attitude—this is not the central relationship between the two. Hence, in this question this answer will not fit as the question asks for the best description of the relationship—so between option (b) and (c) we would always take (b).

(d) A predator killing its prey.

(Too drastic. Both coexist infinitely.)

(e) The effect of fertilizers on a sapling.

(Irrelevant and would be marked only by a person who has not understood the passage at all.)

12. According to the passage, the role of a dogmatic attitude and of dogmatic behaviour in the development of science is

(a) critical and important, as, without it, initial hypotheses or conjectures can never be made.

(This is the very gist of the third last paragraph. Hence, we can choose this option to be correct.)

(b) positive, as conjectures arising out of our dogmatic attitude become science.

(c) negative, as it leads to pseudo-science.

(d) neutral, as the development of science is essentially because of our critical attitude.

(e) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.

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

(a) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.

(b) Primitives are people who, though not modern, are as innocent as children.

(Tempting option for someone who thinks emotionally)

(c) Primitives are people without a critical attitude, just as children are.

(Too drastic)

(d) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.

(e) Primitives are people who are not civilized enough, just as children are not.

(Takes an irrelevant track altogether.)

Between (a) and (d), we would select option (d) because by primitives we do not refer to lack of education – rather we refer to people who have not gone through the stages of human evolution. In case the author wanted to allude to non-educated people instead of primitives he would have said so directly and not used this word.

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

We are looking for support to the above mentioned argument. Be clear about what the question is asking—an invaluable principle for CAT.

(a) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.

(b) A critical attitude, by definition, is centered on an analysis of anomalies and “noise”.

(Not true—a critical attitude is centered around questioning older beliefs on the basis of anomalies and noise)

(c) A critical attitude leads to questioning everything, and in the process generates “noise” without any conviction.

(Nowhere is it mentioned that critical attitude generates noise!?!)

- (d) A critical attitude is antithetical to conviction, which is required for strong beliefs.

(Antithetical – too strong a word)

- (e) A critical attitude leads to questioning and to tentative hypotheses.

Again here we are between option 1 and 5. A close analysis of the two options would help us reject the first option as it is too drastic- makes a statement like critical attitude cannot(?) lead to strong beliefs!! Hence, option 5 is correct.

15. According to the passage, which of the following statements best describes the difference between science and pseudo-science?

- (a) Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true.

(Clearly wrong)

- (b) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.

(Clearly wrong—no way are scientific theories permanent and immutable.)

- (c) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.

(This is the key point being made. All through the author is trying to tell us that science has a critical attitude and would always allow the possibility of rejecting a theory, whereas pseudo science would always try to prove its theory even by negating contrary information. Hence, this is the correct option.)

- (d) Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths.

(Clearly wrong)

- (e) Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments. (You would mark this option only due to preconceived notions about what science is.)

Fact of the Matter

1. CAT 2006 is supposed to be the toughest VA/RC paper ever.
2. 6 questions out of 25 were enough to give you around 85–90 percentile.

3. At 8 questions correct you would end up with 95+ percentile in this section.
4. There you go! In a paper of 2006 that was the toughest CAT language paper ever, you had the possibility of clear thinking based undisputable answers to 20 out of the 25 question—at the very least. And all that one needed to do was 6 questions in 50 minutes for a 90 percentile score!!

Scores at various marks:

The following table would give you an analysis of the percentile obtained at various score levels:

Table 4.1 Percentile table for 2006 passages

<i>Percentile</i>	<i>Percentage Marks</i>	<i>Number of questions to be solved correctly</i>
99.9	60	15
99.5	40	10
99	30	7–8
95	26	6–7
90	24	6
80	18	4–5
70	16	4
60	12	3
50	8	2
40	4	1
30	0	0
20		

CAT 2003

Passage I

Directions for Questions 1 to 25: *Each of the five passages given below is followed by five questions. Choose the best answer to each question. Go through the following passages and answer the questions that follow:*

At first sight, it looks as though panchayati raj, the lower layer of federalism in our polity, is as firmly entrenched in our system as is the older and higher layer comprising the Union Government and the States. Like the democratic institutions at the higher level, those at the panchayat level, the panchayati raj institutions (PRIs), are written into and protected by the Constitution. All the essential features, which distinguish a unitary system from a federal one, are as much enshrined at the lower as at the upper level of our federal system. But look closely and you will discover a fatal flaw. The letter of the Constitution as well as the spirit of the present polity have exposed the intra-State level of our federal system to a dilemma of which the inter-State and Union-State layers are free. The flaw has many causes. But all of them are rooted in a historical anomaly, that while the dynamics of federalism and democracy have given added strength to the rights given to the States in the Constitution, they have worked against the rights of panchayats.

At both levels of our federal system there is the same tussle between those who have certain rights and those who try to encroach upon them if they believe they can. Thus, the Union Government was able to encroach upon certain rights given to the States by the Constitution. It got away with that because the single dominant party system, which characterised Centre–State relations for close upon two decades, gave the party in power at the Union level many extra-constitutional political levers. Firstly, the Supreme Court had not yet begun to extend the limits of its power. But all that has changed in recent times. The spurt given to a multi-party democracy by the overthrow of the Emergency in 1977 became a long-term trend later on because of the ways in which a vigorously democratic multi-party system works in a political society which is as assertively pluralistic as Indian society is. It gives political clout to all the various segments which constitute that society. Secondly, because of the linguistic reorganisation of States in the 1950s, many of the most assertive segments have found their most assertive expression as States. Thirdly, with single-party dominance becoming a thing of the past at the Union level, governments can be formed

at that level only by multi-party coalitions in which State-level parties are major players. This has made it impossible for the Union Government to do much about anything unless it also carries a sufficient number of State-level parties with it. Indian federalism is now more real than it used to be, but an unfortunate side-effect is that India's panchayati raj system, inaugurated with such fanfare in the early 1980s, has become less real.

By the time the PRIs came on the scene, most of the political space in our federal system had been occupied by the Centre in the first 30 years of Independence, and most of what was still left after that was occupied by the States in the next 20. PRIs might have hoped to wrest some space from their immediate neighbour, the States, just as the States had wrested some from the Centre. But having at last managed to checkmate the Centre's encroachments on their rights, the States were not about to allow the PRIs to do some encroaching of their own.

By the 1980s and early 1990s, the only national party left, the Congress, had gone deeper into a siege mentality. Finding itself surrounded by State-level parties, it had built walls against them instead of winning them over. Next, the States retaliated by blocking Congress proposals for panchayati raj in Parliament, suspecting that the Centre would try to use panchayats to bypass State governments. The suspicion fed on the fact that the powers proposed by the Congress for panchayats were very similar to many of the more lucrative powers of State Governments. State-level leaders also feared, perhaps, that if panchayat-level leaders captured some of the larger PRIs, such as district-level panchayats, they would exert pressure on State-level leaders through intra-State multi-party federalism.

It soon became obvious to Congress leaders that there was no way the panchayati raj amendments they wanted to write into the Constitution would pass muster unless State-level parties were given their pound of flesh. The amendments were allowed only after it was agreed that the powers of panchayats could be listed in the Constitution. Illustratively, they would be defined and endowed on PRIs by the State Legislature acting at its discretion.

This left the door wide open for the States to exert the power of the new political fact that while the Union and State Governments could afford to ignore panchayats as long as the MLAs were happy, the Union Government

had to be sensitive to the demands of State-level parties. This has given State-level actors strong beachheads on the shores of both inter-State and intra-State federalism. By using various administrative devices and non-elected parallel structures, State Governments have subordinated their PRIs to the State administration and given the upper hand to State Government officials against the elected heads of PRIs. Panchayats have become local agencies for implementing schemes drawn up in distant State capitals. And their own volition has been further circumscribed by a plethora of “Centrally-sponsored schemes”. These are drawn up by even more distant Central authorities, but at the same time tie up local staff and resources on pain of the schemes being switched off in the absence of matching local contribution. The “foreign aid” syndrome can be clearly seen at work behind this kind of “grass roots development”.

1. Which of the following best captures the current state of Indian federalism as described in the passage?
 - (a) The Supreme Court has not begun to extend the limits of its power.
 - (b) The multi-party system has replaced the single party system.
 - (c) The Union, state and panchayati raj levels have become real.
 - (d) There is real distribution of power between the Union and State level parties.
2. The central theme of the passage can be best summarized as:
 - (a) Our grassroots development at the panchayat level is now driven by the “foreign aid” syndrome.
 - (b) Panchayati raj is firmly entrenched at the lower level of our federal system of governance.
 - (c) A truly federal polity has not developed since PRIs have not been allowed the necessary political space.
 - (d) The Union government and State-level parties are engaged in a struggle for the protection of their respective rights.
3. The sentence in the last paragraph, “And their own volition has been further circumscribed. ..”, refers to:
 - (a) The weakening of the local institutions’ ability to plan according to their needs.

- (b) The increasing demands made on elected local leaders to match central grants with local contributions.
 - (c) The empowering of the panchayat system as implementers of schemes from State capitals.
 - (d) The process by which the prescribed Central schemes are reformulated by local elected leaders.
4. What is the “dilemma” at the intra-State level mentioned in the first paragraph of the passage?
- (a) Should the state governments wrest more space from the Union, before considering the panchayati system?
 - (b) Should rights similar to those that the States managed to get be extended to panchayats as well?
 - (c) Should the single party system which has withered away be brought back at the level of the States?
 - (d) Should the States get “their pound of flesh” before allowing the Union government to pass any more laws?
5. Which of the following most closely describes the ‘fatal flaw’ that the passage refers to?
- (a) The ways in which the democratic multi-party system works in an assertively pluralistic society like India’s are flawed.
 - (b) The mechanisms that our federal system use at the Union government level to deal with States are imperfect.
 - (c) The instruments that have ensured federalism at one level, have been used to achieve the opposite at another.
 - (d) The Indian Constitution and the spirit of the Indian polity are fatally flawed.
-

Detailed Explanation

Have you read the above passage and solved its questions?

Then check your answers with those given below (along with their explanatory notes or author’s advice on how it should be read).

The passage in *italics* is the reproduction of relevant section from the original passage, and this will be followed by an explanation/author’s

interpretation of the same.

At first sight, it looks as though panchayati raj, the lower layer of federalism in our polity, is as firmly entrenched in our system as is the older and higher layer comprising the Union Government and the States.

(The above sentence is the idea sentence since it gives a very fair idea of the passage. As a reader, you can very fairly predict the next path the author will take. The author is obviously trying to compare the provisions for Panchayati Raj with the provisions for the Union Government and the States. Because of the usage of 'At first sight', as a reader, you should expect that the author will move into first talking about similarities to explain as to why the two look similar at first sight. The author will then have to obviously move towards why the two are different.

Sidelight: In fact, this can be held true for all phrases using the phrase 'at first sight'. Consider the following examples:

Example 1: At first sight, we thought we had seen a tiger. It's eyes had shone a bright red in the glare of the spotlight. But when we got closer it turned out to be just a deer.

Example 2: At first sight, the CAT paper appeared to be a simple one. It had only 90 questions spread evenly over three sections. But when the aspirants started to solve the questions, the doubts created in their mind in solving even seemingly simple questions made them review their initial estimation.

As can be seen above, all language is based on extremely structured logic. As a student of the English language, you need to get more and more familiar with the existing standard word structures of the language. The more often you will see them, the more you experience them, the more will you develop your ability to predict the future course of passages, i.e., what course the author is likely to follow in the coming sentences.

The ability to predict the next few sentences in the passage is a key skill that is common amongst all good readers. If you have developed this skill, you will read only to confirm your prediction and to spot any pattern shifts from what you expect. Once you gain such an outlook/perspective, while reading you will feel a new kind of power in your ability to understand passages better—your reading speed will automatically increase without any associated loss of comprehension.)

Now let's read further on:

Like the democratic institutions at the higher level, those at the panchayat level, the panchayati raj institutions (PRIs), are written into and protected by the Constitution. All the essential features which distinguish a unitary system from a federal one, are as much enshrined at the lower as at the upper level of our federal system.

The above are reasons why at first sight, the two look similar, as expected.

Let's read further. But look closely and you will discover a fatal flaw.

There is a change of track as expected. Now expect the reasons for the change of track.

The letter of the Constitution as well as the spirit of the present polity have exposed the intra-State level (new word used for panchayati raj) of our federal system to a dilemma of which the inter-State and Union-State layers are free. The flaw has many causes.

Another defining sentence telling you what to expect further—something about the causes of the flaw.

But all of them (the causes) are rooted in a historical anomaly, that while the dynamics of federalism and democracy have given added strength to the rights given to the States in the Constitution, they have worked against the rights of panchayats.

This is a key idea sentence in the passage. Losing comprehension here could be dangerous. Reread if required.

At both levels of our federal system there is the same tussle between those who have certain rights and those who try to encroach upon them if they believe they can.

This is a key idea sentence.

Thus, the Union Government was able to encroach upon certain rights given to the States by the Constitution. It got away with that because the single dominant party system, which characterised Centre-State relations for close upon two decades, gave the party in power at the Union level many extra-constitutional political levers. Firstly, the Supreme Court had not yet begun to extend the limits of its power. But all that has changed in recent times. The spurt given to a multi-party democracy by the overthrow of the Emergency in 1977 became a long-term trend later on because of the ways in which a vigorously democratic multi-party system works in a political society which is as assertively pluralistic as Indian society is. It gives political clout to all the various segments which constitute that society. Secondly, because of the linguistic reorganisation of States in the 1950s, many of the most assertive segments have found their most assertive expression as States. Thirdly, with single-party dominance becoming a thing of the past at the Union level, governments can be formed at that level only by multi-party coalitions in which State-level parties are major players. This has made it impossible for the Union Government to do much about anything unless it also carries a sufficient number of State-level parties with it. Indian federalism is now more real than it used to be, but an unfortunate side-effect is that India's panchayati raj system, inaugurated with such fanfare in the early 1980s, has become less real.

This entire paragraph is focused on explaining through various reasons, the last sentence of the previous paragraph. It explains how the dynamics of federalism and democracy have given strength to the rights given to the States in the Constitution. A good reader would be able to predict most of

what was written in this paragraph on the basis of the idea sentence in the last line of the previous paragraph. If you too had understood that sentence, you must not have faced a problem with this entire paragraph and read it extremely fast. At this stage, a good reader will realize that the author still has not told us why the States getting their rights affected the Panchayati Raj Institutions negatively. Why this happened would be expected from the author.

By the time the PRIs came on the scene, most of the political space in our federal system had been occupied by the Centre in the first 30 years of Independence, and most of what was still left after that was occupied by the States in the next 20. PRIs might have hoped to wrest some space from their immediate neighbour, the States, just as the States had wrested some from the Centre. But having at last managed to checkmate the Centre's encroachments on their rights, the States were not about to allow the PRIs to do some encroaching of their own. (Author's Note:Answers the question outlined above.)

By the 1980s and early 1990s, the only national party left, the Congress, had gone deeper into a siege mentality. Finding itself surrounded by State-level parties, it had built walls against them instead of winning them over. Next, the States retaliated by blocking Congress proposals for panchayati raj in Parliament, suspecting that the Centre would try to use panchayats to bypass State Governments. The suspicion fed on the fact that the powers proposed by the Congress for panchayats were very similar to many of the more lucrative powers of State Governments. State-level leaders also feared, perhaps, that if panchayat-level leaders captured some of the larger PRIs, such as district-level panchayats, they would exert pressure on State-level leaders through intra-State multi-party federalism.

Here, the author continues to answer the same question, only explains it in more detail.

It soon became obvious to Congress leaders that there was no way the panchayati raj amendments they wanted to write into the Constitution would pass muster unless State-level parties were given their pound of flesh. The amendments were allowed only after it was agreed that the powers of panchayats could be listed in the Constitution. Illustratively, they would be defined and endowed on PRIs by the State Legislature acting at its discretion.

The minor details are continued here.

This left the door wide open for the States to exert the power of the new political fact that while the Union and State governments could afford to

ignore panchayats as long as the MLAs were happy, the Union Government had to be sensitive to the demands of State-level parties. This has given State-level actors strong beachheads on the shores of both inter-State and intra-State federalism. By using various administrative devices and non-elected parallel structures, State Governments have subordinated their PRIs to the State administration and given the upper hand to State government officials against the elected heads of PRIs. Panchayats have become local agencies for implementing schemes drawn up in distant State capitals. And their own volition has been further circumscribed by a plethora of “Centrally-sponsored schemes”. These are drawn up by even more distant Central authorities, but at the same time tie up local staff and resources on pain of the schemes being switched off in the absence of matching local contribution. The “foreign aid” syndrome can be clearly seen at work behind this kind of “grass roots development”.

Now let us solve the questions.

1. Which of the following best captures the current state of Indian federalism as described in the passage?

(a) The Supreme Court has not begun to extend the limits of its power.

Clearly incorrect option because the passage explicitly states that the Supreme Court has in fact, begun to exert its power. The sentence ‘But all that has changed in recent times’ in the second paragraph clearly illustrates this fact.

(b) The multi-party system has replaced the single party system.

This option seems correct but is not true since multi party system has overshadowed the single dominant party system. There is nothing called the single party system.

(c) The Union, State and panchayati raj levels have become real.

Illogical answer since the whole passage concentrates on why the PRIs never got real power. Further, what does the option mean by saying ‘have become real’? These words are irrelevant in the context of the passage.

(d) There is real distribution of power between the Union and State level parties.

This option is correct since the passage clearly talks about the balancing of powers between parties at the Centre and those at the State levels.

2. The central theme of the passage can be best summarized as:

(a) Our grassroots development at the panchayat level is now driven by the “foreign aid” syndrome.

This option uses an eyewash, since it uses words directly from the passage. However, describing this as the central theme will be incorrect because it just has a passing mention at the end of the passage—and the rest of the passage is not driving towards this.

- (b) Panchayati raj is firmly entrenched at the lower level of our federal system of governance.

The whole passage is negating this option.

- (c) A truly federal polity has not developed since PRIs have not been allowed the necessary political space.

This is the correct answer since this is what the whole passage concentrates on. Note that there is no explicit usage of words from the passage in this option—yet it turns out to be correct.

- (d) The Union government and State-level parties are engaged in a struggle for the protection of their respective rights.

Yes definitely, but this is just a supporting detail of the entire logic of the passage.

- 3. The sentence in the last paragraph, “And their own volition has been further circumscribed. ..”, refers to:

- (a) The weakening of the local institutions’ ability to plan according to their needs.

This is the **correct** option since it is essentially a restatement of the sentence above, which talks about the restriction of the self wish of the Panchayats.

- (b) The increasing demands made on elected local leaders to match central grants with local contributions.

This is the next point of the author. Hence, cannot be the correct answer.

- (c) The empowering of the panchayat system as implementers of schemes from State capitals.

The sentence means ‘Their own wish has been further restricted’. It definitely does not refer to the empowering of the Panchayat system.

- (d) The process by which the prescribed Central schemes are reformulated by local elected leaders.

This option is out of context.

- 4. What is the “dilemma” at the intra-State level mentioned in the first paragraph of the passage?

- (a) Should the state governments wrest more space from the Union, before considering the panchayati system?

This dilemma has not been discussed. Further, it is a Union–State dilemma

- (b) Should rights similar to those that the States managed to get be extended to panchayats as well?

This is the **obvious answer**—since we are talking about a dilemma at the intra state level.

- (c) Should the single party system which has withered away be brought back at the level of the States?

Out of context

- (d) Should the States get “their pound of flesh” before allowing the Union government to pass any more laws?

Again, a Union–State dilemma, even if it exists.

- 5. Which of the following most closely describes the ‘fatal flaw’ that the passage refers to?
 - (a) The ways in which the democratic multi-party system works in an assertively pluralistic society like India’s are flawed.

There is nothing wrong in the democratic multi party system. Hence, this cannot be the fatal flaw.

- (b) The mechanisms that our federal system uses at the Union government level to deal with States are imperfect.

The fatal flaw does not refer to the mechanisms that the Union uses to deal with the State.

- (c) The instruments that have ensured federalism at one level, have been used to achieve the opposite at another.

This is the **correct** answer, since the fatal flaw is the central idea of the entire passage—and this option correctly describes what the passage describes.

- (d) The Indian Constitution and the spirit of the Indian polity are fatally flawed.

This option is too drastic to be considered.

Passage II

The endless struggle between the flesh and the spirit found an end in Greek art. The Greek artists were unaware of it. They were spiritual materialists, never denying the importance of the body and ever seeing in the body a spiritual significance. Mysticism on the whole was alien to the Greeks, thinkers as they were. Thought and mysticism never go well together and there is little symbolism in Greek art. Athena was not a symbol of wisdom but an embodiment of it and her statues were beautiful grave women, whose seriousness might mark them as wise, but who were marked in no other way. The Apollo Belvedere is not a symbol of the sun, nor the Versailles Artemis of the moon. There could be nothing less akin to the ways of

symbolism than their beautiful, normal humanity. Nor did decoration really interest the Greeks. In all their art they were preoccupied with what they wanted to express, not with ways of expressing it, and lovely expression, merely as lovely expression, did not appeal to them at all.

Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore plain art. Artists than whom the world has never seen greater, men endowed with the spirit's best gift, found their natural method of expression in the simplicity and clarity which are the endowment of the unclouded reason, "Nothing in excess," the Greek axiom of art, is the dictum of men who would brush aside all obscuring, entangling superfluity, and see clearly, plainly, unadorned, what they wished to express. Structure belongs in an especial degree to the province of the mind in art, and architectonics were pre-eminently a mark of the Greek. The power that made a unified whole of the trilogy of a Greek tragedy, that envisioned the sure, precise, decisive scheme of the Greek statue, found its most conspicuous expression in Greek architecture. The Greek temple is the creation, par excellence, of mind and spirit in equilibrium.

A Hindoo temple is a conglomeration of adornment. The lines of the building are completely hidden by the decorations. Sculptured figures and ornaments crowd its surface, stand out from it in thick masses, break it up into a bewildering series of irregular tiers. It is not a unity but a collection, rich, confused. It looks like something not planned but built this way and that as the ornament required. The conviction underlying it can be perceived: each bit of the exquisitely wrought detail had a mystical meaning and the temple's exterior was important only as a means *for* the artist to inscribe thereon the symbols of the truth. It is decoration, not architecture.

Again, the gigantic temples of Egypt, those massive immensities of granite which look as if only the power that moves in the earthquake were mighty enough to bring them into existence, are something other than the creation of geometry balanced by beauty. The science and the spirit are there, but what is there most of all is force, unhuman force, calm but tremendous, overwhelming. It reduces to nothingness all that belongs to man. He is annihilated. The Egyptian architects were possessed by the consciousness of the awful, irresistible domination of the ways of nature; they had no thought to give to the insignificant atom that was man.

Greek architecture of the great age is the expression of men who were, first of all, intellectual artists, kept firmly within the visible world by their mind, but, only second to that, lovers of the human world. The Greek temple is the perfect expression of the pure intellect illumined by the spirit. No other great buildings anywhere approach its simplicity. In the Parthenon straight columns rise to plain capitals; a pediment is sculptured in bold relief; there is nothing more. And yet—here is the Greek miracle— this absolute simplicity of structure is alone in majesty of beauty among all the temples and cathedrals and palaces of the world. Majestic but human, truly Greek. No superhuman force as in Egypt; no strange supernatural shapes as in India; the Parthenon is the home of humanity at ease, calm, ordered, sure of itself and the world. The Greeks flung a challenge to nature in the fullness of their joyous strength. They set their temples on the summit of a hill overlooking the wide sea, outlined against the circle of the sky. They would build what was more beautiful than hill and sea and sky and greater than all these. It matters not at all if the temple is large or small; one never thinks of the size. It matters not how much it is in ruins. A few white columns dominate the lofty height at Sunion as securely as the great mass of the Parthenon dominates all the sweep of sea and land around Athens. To the Greek architect man was the master of the world. His mind could understand its laws; his spirit could discover its beauty.

6. Which of the following is NOT a characteristic of Greek architecture, according to the passage?
 - (a) A lack of excess.
 - (b) Simplicity of form.
 - (c) Expression of intellect.
 - (d) Mystic spirituality.
7. From the passage, which of the following combinations can be inferred to be correct?
 - (a) Hindoo temple—power of nature.
 - (b) Parthenon—simplicity.
 - (c) Egyptian temple—mysticism.
 - (d) Greek temple—symbolism.

8. According to the passage, what conception of man can be inferred from Egyptian architecture?
- (a) Man is the centre of creation.
 - (b) Egyptian temples save man from unhuman forces
 - (c) Temples celebrate man's victory over nature.
 - (d) Man is inconsequential before the tremendous force of nature.
9. According to the passage, which of the following best explains why there is little symbolism in Greek art?
- (a) The Greeks focused on thought rather than mysticism.
 - (b) The struggle between the flesh and the spirit found an end in Greek art.
 - (c) Greek artists were spiritual materialists.
 - (d) Greek statues were embodiments rather than symbols of qualities.
10. "The Greeks flung a challenge to nature in the fullness of their joyous strength." Which of the following best captures the 'challenge' that is being referred to?
- (a) To build a monument matching the background colours of the sky and the sea.
 - (b) To build a monument bigger than nature's creations.
 - (c) To build monuments that were more appealing to the mind and spirit than nature's creations.
 - (d) To build a small but architecturally perfect monument.

Have you read the above passage and solved its questions?

Then, check your answers with those given below (along with their explanatory notes or author's advice on how it should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanation or author's interpretation of the same.

The endless struggle between the flesh and the spirit found an end in Greek art.

Idea Sentence... Gives us an inkling of the topic of the passage—the expression of the struggle between the flesh and the spirit in Greek art.)

*The Greek artists were unaware of it. They were **spiritual materialists***

Key word to understand—a spiritualist is one who has a strong spiritually awakened mind, a materialist is one who tilts more on the side of the body, hence, a material spiritualist has to be one who gives importance to both the aspects together...what the author next says could have been predicted.

Never denying the importance of the body and ever seeing in the body a spiritual significance.

You need not have read the italicised part as you could very easily have guessed this, if you got what the author meant by spiritual materialists.

Mysticism on the whole was alien to the Greeks, thinkers as they were. Thought and mysticism never go well together and there is little symbolism in Greek art.

Key idea sentences. You need to slow down to understand this, else there is a danger of losing comprehension. The author introduces us to a duality between mysticists and thinkers. You need to understand what the author means by mysticism here in order to move further. Otherwise, you will move on with half baked comprehension. The following are the alternate meanings of the word—

1. the experience of mystical union or direct communion with the ultimate reality reported by mystics.
2. the belief that direct knowledge of God, spiritual truth, or ultimate reality can be attained through subjective experience (as intuition or insight).
3. (a) vague speculation: a belief without sound basis;
(b) a theory postulating the possibility of direct and intuitive acquisition of ineffable knowledge or power.

The sense in which mysticism is used here, is most likely that of vague speculation, since a thinker would not be expected to indulge in vague speculation. Even if you had not known the exact meaning of the word, you could have guessed it in the context of its usage as the opposite of thought. Further, how would you interpret the use of the word ‘Symbolism’? Since mysticism was alien to the Greeks, there is little symbolism in Greek art.... Obviously, symbolism here has something to do with mysticism. Further, it must also have something to do with its root word ‘symbol’. Hence, symbolism as used here, must mean the use of symbols to create vagueness in art.)

Athena was not a symbol of wisdom but an embodiment of it and her statues were beautiful grave women, whose seriousness might mark them as wise, but who were marked in no other way. The Apollo Belvedere is not a symbol of the sun, nor the Versailles Artemis of the moon. There could be nothing less akin to the ways of symbolism than their beautiful, normal humanity.

The author is using examples to illustrate his point—the lack of symbolism in Greek art. You can go through this quickly, and not worry about 100% comprehension here since these are minor details.

Nor did decoration really interest the Greeks.

A new point about what Greek artists were not interested in, apart from mysticism and symbolism. You need to add this to the idea structure formed in your mind till now.

In all their art they were preoccupied with what they wanted to express, not with ways of expressing it, and lovely expression, merely as lovely expression, did not appeal to them at all.

Reiteration of the same points. Nothing new is said here—hence, go for a quick read. Now, since there is a change of paragraph, upgrade your concentration for catching new points.)

*Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore plain art. Artists than whom the world has never seen greater, men endowed with the spirit's best gift, found their natural method of expression in the simplicity and clarity which are the endowment of the unclouded reason, "Nothing in excess," the Greek axiom of art, is the dictum of men who would brush aside all obscuring, entangling superfluity, and see clearly, plainly, unadorned, what they wished to express. Structure belongs in an especial degree to the province of the mind in art, and **architectonics**....*

Key word signalling a shift in the focus of the paragraph and perhaps, the entire passage—from art to architecture. However, in case you do not catch this word fully, the next sentence of the paragraph should make this shift clear.

... were pre-eminently a mark of the Greek. The power that made a unified whole of the trilogy of a Greek tragedy, that envisioned the sure, precise, decisive scheme of the Greek statue, found its most conspicuous expression in Greek architecture. The Greek temple is the creation, par excellence, of mind and spirit in equilibrium.

What is said in the italicised sentences at the start of this paragraph fits rather easily in our mind—nothing new is said as it is just carrying on from where it left off in the previous paragraphs.

A Hindoo temple is a conglomeration of adornment. The lines of the building are completely hidden by the decorations. Sculptured figures and ornaments crowd its surface, stand out from it in thick masses, break it up into a bewildering series of irregular tiers. It is not a unity but a collection, rich, confused. It looks like something not planned but built this way and that as the ornament required. The conviction underlying it can be perceived: each bit of the exquisitely wrought detail had a mystical meaning and the temple's exterior was important only as a means for the artist to inscribe thereon the symbols of the truth. It is decoration, not architecture.

The author ended the last paragraph by introducing a comment on the Greek temple in this paragraph, he is describing a Hindoo temple. You can safely expect the author to elaborate on the Greek/other temples in the next paragraphs.

Again, the gigantic temples of Egypt, those massive immensities of granite which look as if only the power that moves in the earthquake were mighty enough to bring them into existence, are something other than the creation of geometry balanced by beauty. **The science and the spirit are there, but what is there most of all is force, inhuman force, calm but tremendous, overwhelming. It reduces to nothingness all that belongs to man.** He is annihilated, the Egyptian architects were possessed by the consciousness of the awful, irresistible domination of the ways of nature; they had no thought to give to the insignificant atom that was man.

In the context of the paragraph, these are minor details. The concentration is on describing the temples of Egypt. There is no significant shift in the direction of the passage. Hence, you can afford to skim this passage at a fast rate—even to the point of losing some comprehension. The emboldened sentence is the topic sentence.

Greek architecture of the great age is the expression of **men who were**, first of all, **intellectual artists**, kept firmly within the visible world by their mind, but, only second to that, lovers of the human world. The Greek temple is the perfect expression of the pure intellect illumined by the spirit. **No other great buildings anywhere approach its simplicity.**

The author is explaining the intellectualism and simplicity of the Greek architecture.

In the Parthenon straight columns rise to plain capitals; a pediment is sculptured in bold relief; there is nothing more. And yet—here is the Greek miracle—this absolute simplicity of structure is alone in majesty of beauty among all the temples and cathedrals and palaces of the world. Majestic but human, truly Greek. No superhuman force as in Egypt; no strange supernatural shapes as in India; the Parthenon is the home of humanity at ease, calm, ordered, sure of itself and the world.

The italicised sentences just follow the script of what has been said before—It is just that the repetition is using new words.

The Greeks flung a challenge to nature in the fullness of their joyous strength.

A new sub idea is introduced...

They set their temples on the summit of a hill overlooking the wide sea, outlined against the circle of the sky. They would build what was more beautiful than hill and sea and sky and greater than all these. It matters not at all if the temple is large or small; one never thinks of the size. It matters not how much it is in ruins. A few white columns dominate the lofty height

at Sunion as securely as the great mass of the Parthenon dominates all the sweep of sea and land around Athens.

....and illustrated through examples.

To the Greek architect man was the master of the world. His mind could understand its laws; his spirit could discover its beauty.

This is the author's concluding note about Greek architects, where he says how they put man over nature.

6. Which of the following is **Not** a characteristic of Greek architecture, according to the passage?
- (a) A lack of excess. (Author's Note: Definitely a characteristic of Greek architecture as explained in the passage.)
 - (b) Simplicity of form. (Author's Note: Another definite characteristic.)
 - (c) Expression of intellect. (Author's Note: Another definite characteristic)
 - (d) Mystic spirituality. (Author's Note: This is the obvious answer. It is specifically mentioned in the passage that the Greeks were intellectuals and did not believe in mysticism. Do not confuse with the term 'spiritual materialists')
7. From the passage, which of the following combinations can be inferred to be correct?
- (a) Hindoo temple—power of nature.

The Hindoo temple was not connected to the power of nature, this is a characteristic of the Egyptian temple.

- (b) Parthenon – simplicity

Simplicity is definitely a characteristic of Greek architecture, since the Greeks believed in a 'lack of excess'. Hence (b) is correct

- (c) Egyptian temple—mysticism.

No mention about mysticism is made with respect to the Egyptian temples. As a matter of fact, mysticism was more connected to the Hindoo temple.

- (d) Greek temple—symbolism.

The Greeks did not believe in symbolism. Hence, this cannot be the answer.

The options for the above questions are confusing. This is an implicit question. You have to understand the components of the passage correctly.

8. According to the passage, what conception of man can be inferred from Egyptian architecture?

- (a) Man is the centre of creation.

The Egyptians believed the opposite of this, hence this cannot be correct.

- (b) Egyptian temples save man from unhuman forces.

Nowhere is this mentioned. Hence, you can safely reject this option.

- (c) Temples celebrate man's victory over nature.

Quite the contrary.

- (d) Man is inconsequential before the tremendous force of nature.

This is the obvious answer. This comes out clearly from the interpretation of the paragraph on Egyptian temples.

9. According to the passage, which of the following best explains why there is little symbolism in Greek art?

- (a) The Greeks focused on thought rather than mysticism.

This is the immediate reason for the lack of symbolism in Greek art.

- (b) The struggle between the flesh and the spirit found an end in Greek art.

Although this is explicitly stated, this is not the reason for the lack of symbolism in Greek art.

- (c) Greek artists were spiritual materialists.

Again, though this is also explicitly stated, this is not the reason for the lack of symbolism in Greek art.

- (d) Greek statues were embodiments rather than symbols of qualities.

This point is mentioned about one particular statue and cannot be generalised.

Options confuse you by using words from the passage. However, the answer to this question is in the line: **'Thought and mysticism never go well together and there is little symbolism in Greek art.'** Hence, the first option is correct.

10. "The Greeks flung a challenge to nature in the fullness of their joyous strength." Which of the following best captures the 'challenge' that is being referred to?

- (a) To build a monument matching the background colours of the sky and the sea.

This option is irrelevant.

- (b) To build a monument bigger than nature's creations.

Size of the monument did not matter.

- (c) To build monuments that were more appealing to the mind and spirit than nature's creations.

Not stated explicitly, but this is what is implied.

(d) To build a small but architecturally perfect monument.

This choice is irrelevant.

Passage III

While I was in class at Columbia, struggling with the *esoterica du jour*, my father was on a bricklayer's scaffold not far up the street, working on a campus building. Once we met up on the subway going home—he was with his tools, I with my books. My father wasn't interested in Thucydides, and I wasn't up on arches. My dad has built lots of places; in New York City he can't get into: colleges, condos, office towers. He made his living on the outside. Once the walls were up, a place took on a different feel for him, as though he wasn't welcome anymore. Related by blood, we're separated by class, my father and I. Being the white-collar child of a blue-collar parent means being the hinge on the door between two ways of life. With one foot in the working-class, the other in the middle class, people like me are Straddlers, at home in neither world, living a limbo life.

What drove me to leave what I knew? Born blue-collar, I still never felt completely at home among the tough guys and anti-intellectual crowd of my neighbourhood in deepest Brooklyn. I never did completely fit in among the preppies and suburban royalty of Columbia, either. It's like that for Straddlers. It was not so smooth jumping from Italian old-world style to US professional in a single generation. Others who were the first in their families to go to college, will tell you the same thing: the academy can render you unrecognisable to the very people who launched you into the world. The ideas and values absorbed in college challenge the mom-and-pop orthodoxy that passed for truth for 18 years. Limbo folk may eschew polyester blends for sea-isle cotton, prefer Brie to Kraft slices. They marry outside the neighbourhood and raise their kids differently. They might not be in church on Sunday.

When they pick careers (not *jobs*), it's often a kind of work their parents never heard of or can't understand. But for the white-collar kids of blue-collar parents, the office is not necessarily a sanctuary. In Corporate America, where the rules are based on notions foreign to working-class people, a Straddler can get lost. Social class counts at the office, even though nobody likes to admit it. Ultimately, corporate norms are based on

middle-class values, business types say. From an early age, middle-class people learn how to get along, using diplomacy, nuance, and politics to grab what they need. It is as though they are following a set of rules laid out in a manual that blue-collar families never have the chance to read.

People born into the middle class to parents with college degrees have lived lives filled with what French sociologist Pierre Bourdieu calls ‘cultural capital’. Growing up in an educated environment, they learn about Picasso and Mozart, stock portfolios and *creme brulee*. In a home with cultural capital, there are networks: someone always has an aunt or golfing buddy with the inside track for an internship or some entry-level job. Dinner-table talk could involve what happened that day to mom and dad at the law firm, the doctor’s office, or the executive suite. Middle-class kids can grow up with a sense of entitlement that will carry them through their lives. This ‘belongingness’ is not just related to having material means, it also has to do with learning and possessing confidence in your place in the world. Such early access and direct exposure to culture in the home is the more organic, ‘legitimate’ means of appropriating cultural capital, Bourdieu tells us. Those of us possessing ‘ill-gotten Culture’ can learn it, but never as well. Something is always a little off about us, like an engine with imprecise timing. There’s a greater match between middle-class lives and the institutions in which the middle class works and operates—universities or corporations. Children of the middle and upper classes have been speaking the language of the bosses and supervisors forever.

Blue-collar kids are taught by their parents and communities to work hard to achieve, and that merit is rewarded. But no blue-collar parent knows whether such things are true in the middle-class world. Many professionals born to the working-class report feeling out of place and outmanoeuvred in the office. Soon enough, Straddlers learn that straight talk won’t always cut. Resolving conflicts head-on and speaking your mind doesn’t always work, no matter how educated the Straddler is.

In the working-class, people perform jobs in which they are closely supervised and are required to follow orders and instructions. That, in turn, affects how they socialise their children. Children of the working-class are brought up in a home in which conformity, obedience and intolerance for

back talk are the norm—the same characteristics that make a good factory worker.

11. According to the passage, which of the following statements about ‘cultural capital’ is NOT true?
 - (a) It socializes children early into the norms of middle class institutions.
 - (b) It helps them learn the language of universities and corporations.
 - (c) It creates a sense of enlightenment in middle-class children.
 - (d) It develops bright kids into Straddlers.
12. According to the passage, the patterns of socialization of working-class children make them most suited for jobs that require
 - (a) diplomacy.
 - (b) compliance with orders.
 - (c) enterprise and initiative.
 - (d) high risk taking.
13. When Straddlers enter white collar jobs, they get lost because:
 - (a) they are thrown into an alien value system.
 - (b) their families have not read the rules in corporate manuals.
 - (c) they have no one to guide them through the corporate maze.
 - (d) they miss the ‘mom and pop orthodoxy’.
14. What does the author’s statement, “My father wasn’t interested in Thucydides, and I wasn’t up on arches”, illustrate?
 - (a) Organic cultural capital.
 - (b) Professional arrogance and social distance.
 - (c) Evolving social transformation.
 - (d) Breakdown of family relationships.
15. Which of the following statements about Straddlers does the passage NOT support explicitly?
 - (a) Their food preferences may not match those of their parents.
 - (b) They may not keep up some central religious practices of their parents.

(c) They are at home neither in the middle class nor in the working-class.

(d) Their political ideologies may differ from those of their parents.

Have you read the above passage and solved its questions?

Then check your answers with those given below (along with their explanatory notes or author's advice on how it should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

While I was in class at Columbia, struggling with the esoterica du jour, my father was on a bricklayer's scaffold not far up the street, working on a campus building.

This sentence gives us an idea of what the author is going to talk about—the contrast between a son studying in a college and his father who is a building worker.

Once we met up on the subway going home—he was with his tools, I with my books. My father wasn't interested in Thucydides, and I wasn't up on arches. My dad has built lots of places; in New York City he can't get into: colleges, condos, office towers. He made his living on the outside. Once the walls were up, a place took on a different feel for him, as though he wasn't welcome anymore.

Quick reading as these are minor details in the context of the passage.

Related by blood, we're separated by class, my father and I. Being the white-collar child of a blue-collar parent means being the hinge on the door between two ways of life. With one foot in the working-class, the other in the middle class, people like me are Straddlers, at home in neither world, living a limbo life

These are Idea sentences.

What drove me to leave what I knew?

Shift of emphasis. Expect an answer to this question in the remaining part of the paragraph.

Born blue-collar, I still never felt completely at home among the tough guys and anti-intellectual crowd of my neighbourhood in deepest Brooklyn. I never did completely fit in among the preppies and suburban royalty of Columbia, either. It's like that for Straddlers.

The author has earlier described himself as a straddler. He is putting forward an opinion that straddlers like him never fit in completely in either the blue collar surroundings that they were born into, or the academic world, which he has described as suburban royalty.

*It was not so smooth jumping from Italian old-world style to US professional in a single generation. Others who were the first in their families to go to college, will tell you the same thing: the academy can render you unrecognisable to the very **people who launched you into the world.***

Read Parents.

The ideas and values absorbed in college challenge the mom-and-pop orthodoxy that passed for truth for 18 years. Limbo folk may eschew polyester blends for sea-isle cotton, prefer Brie to Kraft slices. They marry outside the neighbourhood and raise their kids differently. They might not be in church on Sunday.

Minor details, hence skim while reading.

*When they pick careers (not jobs), it's often a kind of work their parents never heard of or can't understand. **But for the white-collar kids of blue-collar parents, the office is not necessarily a sanctuary.***

A new shift of direction, as the author moves into talking about the experience of people like him in modern offices.

*In Corporate America, where the rules are based on notions foreign to working-class people, a Straddler can get lost. **Social class counts at the office, even though nobody likes to admit it.***

This is an Idea sentence.

Ultimately, corporate norms are based on middle-class values, business types say. From an early age, middle-class people learn how to get along, using diplomacy, nuance, and politics to grab what they need. It is as though they are following a set of rules laid out in a manual that blue-collar families never have the chance to read.

Minor details. Skim.

People born into the middle class to parents with college degrees have lived lives filled with what French sociologist Pierre Bourdieu calls 'cultural capital'. Growing up in an educated environment, they learn about Picasso and Mozart, stock portfolios and creme brulee. In a home with cultural capital, there are networks: someone always has an aunt or golfing buddy with the inside track for an internship or some entry-level job. Dinner-table talk could involve what happened that day to mom and dad at the law firm, the doctor's office, or the executive suite. Middle-class kids can grow up

with a sense of entitlement that will carry them through their lives. This ‘belongingness’ is not just related to having material means, it also has to do with learning and possessing confidence in your place in the world. Such early access and direct exposure to culture in the home is the more organic, ‘legitimate’ means of appropriating cultural capital, Bourdieu tells us. Those of us possessing ‘ill-gotten Culture’ can learn it, but never as well. Something is always a little off about us, like an engine with imprecise timing. There’s a greater match between middle-class lives and the institutions in which the middle class works and operates—universities or corporations. Children of the middle and upper classes have been speaking the language of the bosses and supervisors forever.

The author continues to contrast the middle class upbringing with the lower class upbringing. He is just continuing from the last idea introduced in the previous paragraph, i.e., ‘Social class counts at the office.’

Blue-collar kids are taught by their parents and communities to work hard to achieve, and that merit is rewarded. But no blue-collar parent knows whether such things are true in the middle-class world. Many professionals born to the working-class report feeling out of place and outmanoeuvred in the office. Soon enough, Straddlers learn that straight talk won’t always cut. Resolving conflicts head-on and speaking your mind doesn’t always work, no matter how educated the Straddler is.

In the working-class, people perform jobs in which they are closely supervised and are required to follow orders and instructions. That, in turn, affects how they socialise their children. Children of the working-class are brought up in a home in which conformity, obedience and intolerance for back talk are the norm—the same characteristics that make a good factory worker.

11. According to the passage, which of the following statements about ‘cultural capital’ is **Not** true?

(a) It socialises children early into the norms of middle class institutions.

Cultural capital does this. Hence, this cannot be the answer.

(b) It helps them learn the language of universities and corporations.

Explicitly mentioned about the effects of cultural capital. Hence, this cannot be the answer.

(c) It creates a sense of enlightenment in middle-class children.

This can be inferred from the third last paragraph.

- (d) It develops bright kids into Straddlers.

This is the appropriate answer, since this clearly is not an effect of cultural capital.

12. According to the passage, the patterns of socialization of working-class children make them most suited for jobs that require

- (a) diplomacy.
(b) compliance with orders.

This is the obvious choice. It is clear from the last sentence of the passage.

- (c) enterprise and initiative.
(d) high risk taking.

13. When Straddlers enter white collar jobs, they get lost because:

- (a) they are thrown into an alien value system.

This is the main idea the author is trying to convey in the last three paragraphs.

- (b) their families have not read the rules in corporate manuals.

Irrelevant. An eye wash which can be easily caught.

- (c) they have no one to guide them through the corporate maze.

This is not necessarily true.

- (d) they miss the 'mom and pop orthodoxy'.

This can confuse you, but option (a) is superior.

14. What does the author's statement, "My father wasn't interested in Thucydides, and I wasn't up on arches", illustrate?

- (a) Organic cultural capital.

This statement is not at all connected to organic cultural capital.

- (b) Professional arrogance and social distance.

There is no arrogance involved here.

- (c) Evolving social transformation.

The statement is used to illustrate the social transformation brought about by education within one generation in a family. Hence, this is the correct option.

- (d) Breakdown of family relationships.

There is no breakdown of family relationships involved.

15. Which of the following statements about Straddlers does the passage **Not** support explicitly?

- (a) Their food preferences may not match those of their parents.

Explicitly mentioned in the words 'prefer Brie to Kraft slices'.

- (b) They may not keep up some central religious practices of their parents.

Can be inferred from the last sentence of the second paragraph 'They might not be in church on Sunday.'

- (c) They are at home neither in the middle class nor in the working-class.

Clearly mentioned in the second and third sentences of the second paragraph 'Born blue-collar, I still never felt completely at home among the tough guys and anti-intellectual crowd of my neighbourhood in deepest Brooklyn. I never did completely fit in among the preppies and suburban royalty of Columbia, either. It's like that for Straddlers'

- (d) Their political ideologies may differ from those of their parents.

There is no explicit mention about differing political ideologies anywhere in the passage. Hence, this is the correct option.

Passage IV

Pure love of learning, of course, was a less compelling motive for those who became educated for careers other than teaching. Students of law in particular had a reputation for being materialistic careerists in an age when law was becoming known as "the lucrative science" and its successful practice the best means for rapid advancement in the government of both church and state. Medicine too had its profit-making attractions. Those who did not go on to law or medicine could, if they had been well trained in the arts, gain positions at royal courts or rise in the clergy. Eloquent testimony to the profit motive behind much of twelfth-century education was the lament of a student of Abelard around 1150 that "Christians educate their sons. ..for gain, in order that the one brother, if he be a clerk, may help his father and mother and his other brothers, saying that a clerk will have no heir and whatever he has will be ours and the other brothers." With the opening of positions in law, government, and the church, education became a means for advancement not only in income but also in status. Most who were educated were wealthy, but in the twelfth century, more often than before, many were not and were able to rise through the ranks by means of their education. The most familiar examples are Thomas Becket, who rose from a humble background to become chancellor of England and then archbishop of Canterbury, and John of Salisbury, who was born a "plebeian" but because of his reputation for learning died as bishop of Chartres.

The instances of Becket and John of Salisbury bring us to the most difficult question concerning twelfth-century education: To what degree was it still a clerical preserve? Despite the fact that throughout the twelfth century the clergy had a monopoly of instruction, one of the outstanding medievalists of our day, R. W. Southern, refers with good reason to the institutions staffed by the clergy as “secular schools”. How can we make sense out of the paradox that twelfth-century schools were clerical and yet “secular”?

Let us look at the clerical side first. Not only were all twelfth-century teachers except professionals and craftsmen in church orders, but in northern Europe students in schools had clerical status and looked like priests. Not that all really were priests, but by virtue of being students all were awarded the legal privileges accorded to the clergy. Furthermore, the large majority of twelfth-century students, outside of the possible exception of Italy, if not already priests became so after their studies were finished. For these reasons, the term “cleric” was often used to denote a man who was literate and the term “layman” one who was illiterate. The English word for cleric, clerk, continued for a long time to be a synonym for student or for a man who could write, while the French word *clerc* even today has the connotation of intellectual.

Despite all this, twelfth-century education was taking on many secular qualities in its environment, goals, and curriculum. Student life obviously became more secular when it moved out from the monasteries into the bustling towns. Most students wandered from town to town in search not only of good masters but also of worldly excitement, and as the twelfth century progressed they found the best of each in Paris. More important than environment was the fact that most students, even though they entered the clergy, had secular goals. Theology was recognized as the “queen of the sciences,” but very few went on to it. Instead they used their study of the liberal arts as a preparation for law, medicine, government service, or advancement in the ecclesiastical hierarchy.

This being so, the curriculum of the liberal arts became more sophisticated and more divorced from religion. Teaching was still almost exclusively in Latin, and the first book most often read was the Psalter, but further education was no longer similar to that of a choir school. In particular, the discipline of rhetoric was transformed from a linguistic study into

instruction in how to compose letters and documents; there was a new stress on logic; and in all the liberal arts and philosophy texts, more advanced than those known in the early Middle Ages were introduced.

Along with the rise of logic came the translation of Greek and Arabic philosophical and scientific works. Most important was the translation of almost all the writings of Aristotle, as well as his sophisticated Arabic commentators, which helped to bring about an intellectual revolution based on Greek rationalism. On a more prosaic level, contact with Arabs resulted in the introduction in the twelfth century of the Arabic numeral system and the concept of zero. Though most westerners first resisted this and made crude jokes about the zero as an ambitious number “that counts for nothing and yet wants to be counted,” the system steadily made its inroads first in Italy and then throughout Europe, thereby vastly simplifying the arts of computation and record keeping.

16. According to the passage, which of the following is the most noteworthy trend in education in twelfth-century Europe?
 - (a) Secularization of education.
 - (b) Flowering of theology as the queen of the sciences.
 - (c) Wealthy people increasingly turning to education.
 - (d) Rise of the clergy’s influence on the curriculum.
17. What does the sentence “Christians educate their sons... will be ours and the other brothers” imply?
 - (a) The Christian family was a close-knit unit in the twelfth century.
 - (b) Christians educated their sons not so much for the love of learning as for material gain.
 - (c) Christians believed very strongly in educating their sons in the Church.
 - (d) The relationship between Christian parents and their sons was exploitative in the twelfth century.
18. According to the passage, twelfth century schools were clerical and yet secular because:
 - (a) many teachers were craftsmen and professionals who did not form part of the church.

- (b) while the students had the legal privileges accorded to the clergy and looked like priests, not all were really priests.
 - (c) the term 'cleric' denoted a literate individual rather than a strict association with the church.
 - (d) though the clergy had a monopoly in education, the environment, objectives and curriculum in the schools were becoming secular.
19. According to the author, in the twelfth century, individuals were motivated to get higher education because it:
- (a) was a means for material advancement and higher status.
 - (b) gave people wealth with an opportunity to learn.
 - (c) offered a coveted place for those with a love of learning.
 - (d) directly added to the income levels of people.
20. According to the passage, what led to the secularization of the curriculum of the liberal arts in the twelfth century?
- (a) It was divorced from religion and its influences.
 - (b) Students used it mainly as a base for studying law and medicine.
 - (c) Teaching could no longer be conducted exclusively in Latin.
 - (d) Arabic was introduced into the curriculum.

Have you read the above passage and solved it's questions?

Then, check your answers with those given below (along with their explanatory notes or author's advice on how they should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

Pure love of learning, of course, was a less compelling motive for those who became educated for careers other than teaching.

Idea Sentence. You need to grasp this well and if you do so, the next few sentences become easy minor details, reading.

Students of law in particular had a reputation for being materialistic careerists in an age when law was becoming known as "the lucrative science" and its successful practice the best means for rapid advancement in the government of both church and state. Medicine too had its profit-making attractions. Those who did not go on to law or medicine could, if

they had been well trained in the arts, gain positions at royal courts or rise in the clergy. Eloquent testimony to the profit motive behind much of twelfth-century education was the lament of a student of Abelard around 1150 that “Christians educate their sons... for gain, in order that the one brother, if he be a clerk, may help his father and mother and his other brothers, saying that a clerk will have no heir and whatever he has will be ours and the other brothers.” **With the opening of positions in law, government, and the church, education became a means for advancement not only in income but also in status.**

Minor idea.

Most who were educated were wealthy, but in the twelfth century, more often than before, many were not and were able to rise through the ranks by means of their education. The most familiar examples are Thomas Becket, who rose from a humble background to become chancellor of England and then archbishop of Canterbury, and John of Salisbury, who was born a “plebeian” but because of his reputation for learning died as bishop of Chartres.

The italicised part of the above paragraph can be skimmed at a rapid pace if you have understood the first idea sentence, where the author is just talking about the fact that getting educated had a motive other than the pure love of learning.

*The instances of Becket and John of Salisbury bring us to the most difficult question concerning twelfth-century education: **To what degree was it still a clerical preserve?***

Here, we can witness a shift of emphasis.

Despite the fact that throughout the twelfth century the clergy had a monopoly of instruction, one of the outstanding medievalists of our day, R. W. Southern, refers with good reason to the institutions staffed by the clergy as “secular schools.” How can we make sense out of the paradox that twelfth-century schools were clerical and yet “secular”?

The shift of emphasis continues by ending the paragraph with another question, the answer to which we need to find in the next paragraph.

Please take note that from this paragraph, you get to understand that by the words ‘clerk’ in the first paragraph and ‘clerical’ in this paragraph, the author is referring to the Christian clergy and not the clerk we understand in our normal day to day life. Further, since the paragraph ends with a question, you can expect an answer to the question in the next paragraphs.

Let us look at the clerical side first.

A list word is used signifying an upcoming list. This sentence has introduced a first dimension to the answer to the question. You can expect at least a second dimension or perhaps more.

*Not only were all twelfth-century teachers except professionals and craftsmen in church orders, but in northern Europe students in schools had clerical status and looked like priests. Not that all really were priests, but by virtue of being students all were awarded the legal privileges accorded to the clergy. Furthermore, the large majority of twelfth-century students, outside of the possible exception of Italy, if not already priests became so after their studies were finished. For these reasons, the term “cleric” was often used to denote a man who was literate and the term “layman” one who was illiterate. The English word for cleric, clerk, continued for a long time to be a synonym for student or for a man who could write, while the French word *clerc* even today has the connotation of intellectual.*

Details which can be read fast.

Despite all this

Signals a contrast point coming up

Twelfth-century education was taking on many secular qualities in its environment, goals, and curriculum. Student life obviously became more secular when it moved out from the monasteries into the bustling towns. Most students wandered from town to town in search not only of good masters but also of worldly excitement, and as the twelfth century progressed they found the best of each in Paris. More important than environment was the fact that most students, even though they entered the clergy, had secular goals. Theology was recognized as the “queen of the sciences,” but very few went on to it. Instead they used their study of the liberal arts as a preparation for law, medicine, government service, or advancement in the ecclesiastical hierarchy.

Details, what you need to do is understand the point and skim while reading.

This being so,

Another use of transition, suggesting an upcoming effect of the previous paragraph, something that can be predicted.

the curriculum of the liberal arts became more sophisticated and more divorced from religion. Teaching was still almost exclusively in Latin, and the first book most often read was the Psalter, but further education was no longer similar to that of a choir school. In particular, the discipline of rhetoric was transformed from a linguistic study into instruction in how to

compose letters and documents; there was a new stress on logic; and in all the liberal arts and philosophy, texts more advanced than those known in the early Middle Ages were introduced.

Identify the shift of the author to the sub topic of 'how liberal arts went away from religion' in this paragraph.

Along with the rise of logic came the translation of Greek and Arabic philosophical and scientific works. Most important was the translation of almost all the writings of Aristotle, as well as his sophisticated Arabic commentators, which helped to bring about an intellectual revolution based on Greek rationalism. On a more prosaic level, contact with Arabs resulted in the introduction in the twelfth century of the Arabic numeral system and the concept of zero. Though most westerners first resisted this and made crude jokes about the zero as an ambitious number "that counts for nothing and yet wants to be counted" the system steadily made its inroads first in Italy and then throughout Europe, thereby vastly simplifying the arts of computation and record keeping.

16. According to the passage, which of the following is the most noteworthy trend in education in twelfth-century Europe?

(a) Secularisation of education

This is obviously the correct answer. The entire passage is based on this issue.

(b) Flowering of theology as the queen of the sciences.

Irrelevant detail

(c) Wealthy people increasingly turning to education.

Irrelevant detail.

(d) Rise of the clergy's influence on the curriculum.

This cannot be the answer, as it is talking of the opposite.

17. What does the sentence "Christians educate their sons. ..will be ours and the other brothers" imply?

(a) The Christian family was a close-knit unit in the twelfth century.

(b) Christians educated their sons not so much for the love of learning as for material gain.

This point is explicitly made prior to the statement. Hence, this has to be correct.

(c) Christians believed very strongly in educating their sons in the Church.

Irrelevant option.

- (d) The relationship between Christian parents and their sons was exploitative in the twelfth century.

Irrelevant option

18. According to the passage, twelfth century schools were clerical and yet secular because:

- (a) many teachers were craftsmen and professionals who did not form part of the church.

Irrelevant point.

- (b) while the students had the legal privileges accorded to the clergy and looked like priests, not all were really priests.

Although this is stated, it is not the cause of the clerical, yet secular nature.

- (c) the term 'cleric' denoted a literate individual rather than a strict association with the church.

Might confuse some students, but is not accurate enough to be the answer.

- (d) though the clergy had a monopoly in education, the environment, objectives and curriculum in the schools were becoming secular.

This option is the most accurate and consistent with the idea expressed in the third and fourth passages.

19. According to the author, in the twelfth century, individuals were motivated to get higher education because it:

- (a) was a means for material advancement and higher status.

This is the correct answer since this idea is expressed explicitly in the sentence: "With the opening of positions in law, government, and the church, education became a means for advancement not only in income but also in status."

- (b) gave people wealth with an opportunity to learn.

This option is inconsistent with the sense of the passage as expressed in the first paragraph.

- (c) offered a coveted place for those with a love of learning.

Incorrect, since it contradicts the idea expressed in the first paragraph.

- (d) directly added to the income levels of people.

Income was one of the factors. Status was also a factor. Also, this option is structured too drastically to be the correct answer.

20. According to the passage, what led to the secularization of the curriculum of the liberal arts in the twelfth century?

- (a) It was divorced from religion and its influences.

This is just a restatement of 'secularization of the curriculum.' Hence, this cannot be the cause of the same.

(b) Students used it mainly as a base for studying law and medicine.

The second last paragraph talks about the secularization of education. However, it starts with the transitory— “This Being so...” which indicates that we are reading a cause and its effect. Hence, as a student, you should look for the cause in the prelude to the second last paragraph. The idea of this option is expressed in the last sentence of the third last paragraph. Hence, this option is correct.)

(c) Teaching could no longer be conducted exclusively in Latin.

The second last paragraph discusses the opposite of this option.

(d) Arabic was introduced into the curriculum.

Irrelevant point.

Passage V

The invention of the gas turbine by Frank Whittle in England and Hans von Ohain in Germany in 1939, signalled the beginning of jet transport. Although the French engineer Lorin had visualized the concept of jet propulsion more than 25 years earlier, it took improved materials and the genius of Whittle and von Ohain to recognise the advantages that a gas turbine offered over a piston engine, including speeds in excess of 350 miles per hour. The progress from the first flights of liquid propellant rocket and jet-propelled aircraft in 1939 to the first faster-than-sound (supersonic) manned airplane (the Bell X-I) in 1947 happened in less than a decade. This then led very rapidly to a series of supersonic fighters and bombers, the first of which became operational in the 1950s. World War II technology foundations and emerging Cold War imperatives then led us into space with the launch of Sputnik in 1957 and the placing of the first man on the moon only 12 years later—a mere 24 years after the end of World War II.

Now, a hypersonic flight can take you anywhere in the planet in less than four hours. British Royal Air Force and Royal Navy, and the air forces of several other countries are going to use a single-engine cousin to the F/A-22 called the F-35 Joint Strike Fighter. These planes exhibit stealthy angles and coatings that make it difficult for radar to detect them, among aviation’s most cutting-edge advances in design. The V-22, known as tilt-rotor, part helicopter, part airplane, takes off vertically, then tilts its engine forward for winged flight. It provides speed, three times the payload, five times the range of the helicopters it’s meant to replace. The new fighter, F/A-22 Raptor, with more than a million parts, shows a perfect amalgamation of stealth, speed, avionics and agility.

It seems conventional forms, like the Predator and Global Hawk are passe, the stealthier unmanned aerial vehicles (UAVs) are in. They are shaped like kites, bats and boomerang, all but invisible to the enemy radar and able to remain over hostile territory without any fear of getting grilled if shot down. Will the UAVs take away pilots' jobs permanently? Can a computer-operated machine take a smarter and faster decision in a war-like situation? The new free-flight concept will probably supplement the existing air traffic control system by computers on each plane to map the altitude, route, weather and other planes; and a decade from now, there will be no use of radar any more.

How much bigger can the airplanes get? In the 1950s they got speed, in the 1980s they became stealthy. Now, they are getting smarter thanks to computer automation. The change is quite huge: from the four-seater to the A380 airplane. It seems we are now trading speed for size as we build a new superjumbo jet, the 555 seater A380, which will fly at almost the same speed of the Boeing 707, introduced half a century ago, but with an improved capacity, range, greater fuel economy. A few years down the line will come the truly larger model, to be known as 747X. In the beginning of 2005, the A380, the world's first fully double-decked superjumbo passenger jet, weighing 1.2 million pounds, may carry a load of about 840 passengers.

Barring the early phase, civil aviation has always lagged behind the military technologies (of jet engines, lightweight composite materials, etc.). There are two fundamental factors behind the decline in commercial aeronautics in comparison to military aeronautics. There is no collective vision of our future such as the one that drove us in the past. There is also a need for a more aggressive pool of airplane design talents to maintain an industry that continues to find a multibillion dollar-a-year market for its product.

Can the history of aviation technology tell us something about the future of aeronautics? Have we reached a final state in our evolution to a mature technology in aeronautics? Are the challenges of coming out with the 'better, cheaper, faster' designs somehow inferior to those that are suited for 'faster, higher, further'? Safety should improve greatly as a result of the forthcoming improvements in airframes, engines, and avionics. Sixty years from now, aircraft will recover on their own if the pilot loses control. Satellites are the key not only to GPS (global positioning system)

navigation but also to in-flight communications, uplinked weather, and even in-flight e-mail. Although there is some debate about what type of engines will power future airplanes—lightweight turbines, turbocharged diesels, or both—there is little debate about how these power plants will be controlled. Pilots of the future can look forward to more and better on-board safety equipment.

21. According to the first paragraph of the passage, which of the following statements is NOT false?
 - (a) Frank Whittle and Hans von Ohain were the first to conceive of jet propulsion.
 - (b) Supersonic fighter planes were first used in the Second World War.
 - (c) No man had traveled faster than sound until the 1950s.
 - (d) The exploitation of jet propulsion for supersonic aviation has been remarkably fast.
22. What is the fourth paragraph of the passage about?
 - (a) Stealth, speed, avionics, and agility of new aircraft.
 - (b) The way aircraft size has been growing.
 - (c) Use of computer automation in aircraft.
 - (d) Super-jumbo jets that can take more than 500 passengers.
23. What is the most noteworthy difference between V-22 and a standard airplane? The V-22
 - (a) can take off vertically.
 - (b) has winged flight.
 - (c) has excellent payload.
 - (d) has a very high range.
24. Why might radars not be used a decade from now?
 - (a) Stealth technology will advance so much that it would be pointless to use radar to detect aircraft.
 - (b) UAVs can remain over hostile territory without any danger of being detected.
 - (c) Computers on board may enable aircraft to manage safe navigation on their own.

- (d) It is not feasible to increase the range of radars.
- 25. According to the author, commercial aeronautics, in contrast to military aeronautics, has declined because, among other things,
 - (a) speed and technology barriers are more easily overcome in military aeronautics.
 - (b) the collective vision of the past continues to drive civil and commercial aeronautics.
 - (c) though the industry has a huge market, it has not attracted the right kind of aircraft designers.
 - (d) there is a shortage of materials, like light weight composites, used in commercial aeronautics.

Have you read the above passage and solved its questions?

Then, check your answers with those given below (along with their explanatory notes or author's advice on how they should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

The invention of the gas turbine by Frank Whittle in England and Hans von Ohain in Germany in 1939, signalled the beginning of jet transport. Although the French engineer Lorin had visualized the concept of jet propulsion more than 25 years earlier, it took improved materials and the genius of Whittle and von Ohain to recognize the advantages that a gas turbine offered over a piston engine, including speeds in excess of 350 miles per hour. The progress from the first flights of liquid propellant rocket and jet-propelled aircraft in 1939 to the first faster-than-sound (supersonic) manned airplane (the Bell X-I) in 1947 happened in less than a decade. This then led very rapidly to a series of supersonic fighters and bombers, the first of which became operational in the 1950s. World War II technology foundations and emerging Cold War imperatives then led us into space with the launch of Sputnik in 1957 and the placing of the first man on the moon only 12 years later—a mere 24 years after the end of World War II.

This defines the topic as 'air transport'. Note that the above paragraph is structured on the basis of time-based technological advances in flight technology. There might be some confusion in your mind in case you do not understand the technologies mentioned. But such confusion is totally avoidable since there is no need to understand these in order to comprehend the paragraph. All you need to do is

to catch the chronology defined. Then, you will broadly understand that the author is talking about advances in technology from the 1910s to the 1950s.

Now, a hypersonic flight can take you anywhere in the planet in less than four hours.

The author is continuing in the direction of further improvements in aeronautics. You should expect that the author will continue in this direction by giving us more examples of the trend.

British Royal Air Force and Royal Navy, and the air forces of several other countries are going to use a single-engine cousin to the F/A-22 called the F-35 Joint Strike Fighter. These planes exhibit stealthy angles and coatings that make it difficult for radar to detect them, among aviation's most cutting-edge advances in design. The V-22, known as tilt-rotor, part helicopter, part airplane, takes off vertically, then tilts its engine forward for winged flight. It provides speed, three times the payload, five times the range of the helicopters it's meant to replace. The new fighter, F/A-22 Raptor, with more than a million parts, shows a perfect amalgamation of stealth, speed, avionics and agility.

As expected, two specific examples of the trend.

It seems conventional forms, like the Predator and Global Hawk are passe, the stealthier unmanned aerial vehicles (UAVs) are in.

A new direction in the development of aeronautics is introduced here. Details about UAVs are bound to follow.

They are shaped like kites, bats and boomerang, all but invisible to the enemy radar and able to remain over hostile territory without any fear of getting grilled if shot down. Will the UAV s take away pilots' jobs permanently? Can a computer-operated machine take a smarter and faster decision in a war-like situation? The new free-flight concept will probably supplement the existing air traffic control system by computers on each plane to map the altitude, route, weather and other planes; and a decade from now, there will be no use of radar any more. (Author's Note: As expected.)

How much bigger can the airplanes get?

Notice the shift in the direction and expect details to follow.

In the 1950s they got speed, in the 1980s they became stealthy. Now, they are getting smarter thanks to computer automation. The change is quite huge: from the four-seater to the A380 airplane. It seems we are now trading speed for size as we build a new superjumbo jet, the 555 seater A380, which will fly at almost the same speed of the Boeing 707, introduced half a century ago, but with an improved capacity, range, greater fuel economy. A few years down the line will come the truly larger model, to be known as 747X. In the beginning of 2005, the A380, the world's first fully double-

decked superjumbo passenger jet, weighing 1.2 million pounds, may carry a load of about 840 passengers.

Barring the early phase, civil aviation has always lagged behind the military technologies (of jet engines, lightweight composite materials, etc.)

New dimension of the idea.

There are **two fundamental factors**

List words—look for the two factors.

behind the decline in commercial aeronautics in comparison to military aeronautics. There is no collective vision of our future such as the one that drove us in the past. There is also a need for a more aggressive pool of airplane design talents to maintain an industry that continues to find a multibillion dollar-a-year market for its product.

Can the history of aviation technology tell us something about the future of aeronautics? Have we reached a final state in our evolution to a mature technology in aeronautics? Are the challenges of coming out with the ‘better, cheaper, faster’ designs somehow inferior to those that are suited for ‘faster, higher, further’? Safety should improve greatly as a result of the forthcoming improvements in airframes, engines, and avionics. Sixty years from now, aircraft will recover on their own if the pilot loses control. Satellites are the key not only to GPS (global positioning system) navigation but also to in-flight communications, uplinked weather, and even in-flight e-mail. Although there is some debate about what type of engines will power future airplanes—lightweight turbines, turbocharged diesels, or both—there is little debate about how these power plants will be controlled. Pilots of the future can look forward to more and better on-board safety equipment.

21. According to the first paragraph of the passage, which of the following statements is **Not** false?

(a) Prank Whittle and Hans von Ohain were the first to conceive of jet propulsion.

False statement, they just used the concept formulated by Lorin.

(b) Supersonic fighter planes were first used in the Second World War.

False, they were used first in the 1950s.

(c) No man had traveled faster than sound until the 1950s.

It happened in 1947.

(d) The exploitation of jet propulsion for supersonic aviation has been remarkably fast.

This is true, hence, not false. Therefore, this is the correct answer.

22. What is the fourth paragraph of the passage about?

(a) Stealth, speed, avionics, and agility of new aircraft.

(b) The way aircraft size has been growing.

It is obviously the correct option, since the paragraph tries to answer the question ‘How much bigger can airplanes get?’

(c) Use of computer automation in aircraft.

(d) Super-jumbo jets that can take more than 500 passengers.

23. What is the most noteworthy difference between V-22 and a standard airplane? The V-22

(a) can take off vertically.

This is the correct option. Although each of the other options is mentioned specifically in the context of the V-22, the question is specific about the difference between the V-22 and a standard airplane.

(b) has winged flight.

(c) has excellent payload.

(d) has a very high range.

The options (b), (c) and (d) do not mention the feature that is different from what a standard airplane would have.

24. Why might radars not be used a decade from now?

A cause and effect question. The question is asking you to identify the cause for the effect mentioned.

(a) Stealth technology will advance so much that it would become pointless to use radar to detect aircraft.

(b) UAV s can remain over hostile territory without any danger of being detected.

(c) Computers on board may enable aircraft to manage safe navigation on their own.

The third paragraph clearly mentions this cause for the non use of radars a decade from now.

(d) It is not feasible to increase the range of radars.

25. According to the author, commercial aeronautics, in contrast to military aeronautics, has declined because among other things,

(a) speed and technology barriers are more easily overcome in military aeronautics.

(b) the collective vision of the past continues to drive civil and commercial aeronautics.

(c) though the industry has a huge market, it has not attracted the right kind of aircraft designers.

This is obviously the correct answer, and this must have been clear to you if you had interpreted the final sentence of the passage correctly.

(d) there is a shortage of materials, like light weight composites, used in commercial aeronautics.

Irrelevant option.

Passage VI*

A game of strategy, as currently conceived in game theory, is a situation in which two or more “players” make choices among available alternatives (moves). The totality of choices determines the outcomes of the game, and it is assumed that the rank order of preferences for the outcomes is different for different players. Thus the “interests” of the players are generally in conflict. Whether these interests are diametrically opposed or only partially opposed depends on the type of game.

Psychologically, most interesting situations arise when the interests of the players are partly coincident and partly opposed, because then one can postulate not only a conflict among the players but also inner conflicts within the players. Each is torn between a tendency to cooperate, so as to promote the common interests, and a tendency to compete, so as to enhance his own individual interests.

Internal conflicts are always psychologically interesting. What we vaguely call “interesting” psychology is in very great measure the psychology of inner conflict. Inner conflict is also held to be an important component of serious literature as distinguished from less serious genres. The classical tragedy, as well as the serious novel, reveals the inner conflict of central figures. The superficial adventure story, on the other hand, depicts only external conflict; that is, the threats to the person with whom the reader (or viewer) identifies them in these stories exclusively from external obstacles and from the adversaries who create them. On the most primitive level this sort of external conflict is psychologically empty. In the fisticuffs between the protagonists of good and evil, no psychological problems are involved or, at any rate, none are depicted in juvenile representations of conflict.

The detective story, the ‘adult’ analogue of a juvenile adventure tale, has at times been described as a glorification of intellectualized conflict. However, a great deal of the interest in the plots of these stories is sustained by withholding the unraveling of a solution to a problem. The effect of solving the problem is in itself not a conflict if the adversary (the unknown criminal) remains passive, like Nature, whose secrets the scientist supposedly unravels by deduction. If the adversary actively puts obstacles in the detective’s path toward the solution, there is genuine conflict. But the conflict is psychologically interesting only to the extent that it contains

irrational components such as tactical error on the criminal's part or the detective's insight into some psychological quirk of the criminal or something of this sort. Conflict conducted in a perfectly rational manner is psychologically no more interesting than a standard Western. For example, Tic-tac-toe, played perfectly by both players, is completely devoid of psychological interest. Chess may be psychologically interesting but only to the extent that it is played not quite rationally. Played completely rationally, chess would not be different from Tic-tac-toe.

In short, a pure conflict of interest (what is called a zero-sum game) although it offers a wealth of interesting conceptual problems, is not interesting psychologically, except to the extent that its conduct departs from rational norms.

1. According to the passage, which of the following options about the application of game theory to a conflict-of-interest situation is true?
 - (a) Assuming that the rank order of preferences for options is different for different players.
 - (b) Accepting that the interests of different players are often in conflict.
 - (c) Not assuming that the interests are in complete disagreement.
 - (d) All of the above.
2. The problem solving process of a scientist is different from that of a detective because
 - (a) scientists study inanimate objects, while detectives deal with living criminals or law offenders.
 - (b) scientists study known objects, while detectives have to deal with unknown criminals or law offenders.
 - (c) scientists study phenomena that are not actively altered, while detectives deal with phenomena that have been deliberately influenced to mislead.
 - (d) scientists study psychologically interesting phenomena, while detectives deal with "adult analogues of juvenile adventure tales."
3. According to the passage, *internal conflicts* are psychologically more interesting than external conflicts because

- (a) internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.
 - (b) only juveniles or very few “adults” actually experience external conflict, while internal conflict is more widely prevalent in society.
 - (c) in situations of internal conflict, individuals experience a dilemma in resolving their own preferences for different outcomes.
 - (d) there are no threats to the reader (or viewer) in case of external conflicts.
4. Which, according to the author, would qualify as interesting psychology?
- (a) A statistician’s dilemma over choosing the best method to solve an optimisation problem.
 - (b) A chess player’s predicament over adopting a defensive strategy against an aggressive opponent.
 - (c) A mountaineer’s choice of the best path to Mt. Everest from the base camp.
 - (c) A finance manager’s quandary over the best way of raising money from the market.

Have you read the above passage and solved its questions?

Then, check your answers with those given below (along with their explanatory notes or author’s advice on how they should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

A game of strategy, as currently conceived in game theory, is a situation in which two or more “players” make choices among available alternatives (moves).

Introduces the topic and straightaway starts with an idea.

The totality of choices determines the outcomes of the game, and it is assumed that the rank order of preferences for the outcomes is different for different players. Thus the “interests” of the players are generally in conflict.

Continues to go deeper into the idea.

Whether these interests are diametrically opposed or only partially opposed depends on the type of game. Psychologically, most interesting situations arise when the interests of the players are partly coincident and partly opposed, because then one can postulate not only a conflict among the players but also inner conflicts within the players.

The idea transits into a new direction, through the introduction of the 'psychologically interesting situation.'

Each is torn between a tendency to cooperate, so as to promote the common interests, and a tendency to compete, so as to enhance his own individual interests.

Internal conflicts are always psychologically interesting. What we vaguely call "interesting" psychology is in very great measure the psychology of inner conflict. Inner conflict is also held to be an important component of serious literature as distinguished from less serious genres. The classical tragedy, as well as the serious novel, reveals the inner conflict of central figures. The superficial adventure story, on the other hand, depicts only external conflict; that is, the threats to the person with whom the reader (or viewer) identifies stem in these stories exclusively from external obstacles and from the adversaries who create them. On the most primitive level this sort of external conflict is psychologically empty. In the fisticuffs between the protagonists of good and evil, no psychological problems are involved or, at any rate, none are depicted in juvenile representations of conflict.

A whole paragraph of details where no new idea is introduced. Should be quickly read.

The detective story, the 'adult' analogue of a juvenile adventure tale, has at times been described as a glorification of intellectualized conflict. However, a great deal of the interest in the plots of these stories is sustained by withholding the unraveling of a solution to a problem. The effect of solving the problem is in itself not a conflict if the adversary (the unknown criminal) remains passive, like Nature, whose secrets the scientist supposedly unravels by deduction. If the adversary actively puts obstacles in the detective's path toward the solution, there is genuine conflict. But the conflict is psychologically interesting only to the extent that it contains irrational components such as tactical error on the criminal's part or the detective's insight into some psychological quirk of the criminal or something of this sort. Conflict conducted in a perfectly rational manner is

psychologically no more interesting than a standard Western. For example, Tic-tac-toe, played perfectly by both players, is completely devoid of psychological interest. Chess may be psychologically interesting but only to the extent that it is played not quite rationally. Played completely rationally, chess would not be different from Tic-tac-toe.

Again, a full paragraph of details illustrating what the author refers to or does not refer to while talking about psychologically interesting situations.

In short, a pure conflict of interest (what is called a zero-sum game) although it offers a wealth of interesting conceptual problems, is not interesting psychologically, except to the extent that its conduct departs from rational norms.

Restatement of an idea already mentioned earlier in the passage. Hence, quick reading.

1. According to the passage, which of the following options about the application of game theory to a conflict-of-interest situation is true?

This question tests your understanding of the ideas mentioned in the passage.

- (a) Assuming that the rank order of preferences for options is different for different players.
- (b) Accepting that the interests of different players are often in conflict.
- (c) Not assuming that the interests are in complete disagreement.
- (d) All of the above.

All the above options are true about the application of game theory to a conflict of interest situation.

2. The problem solving process of a scientist is different from that of a detective because:

This question is about a specific detail mentioned by the author in the second to last paragraph. In order to be able to solve such questions, one needs to understand the exact flow of ideas through the passage—leading upto and following the specific point where this particular detail is given. In fact, this is true for solving all details based questions.

- (a) scientists study inanimate objects, while detectives deal with living criminals or law offenders.
- (b) scientists study known objects, while detectives have to deal with unknown criminals or law offenders.
- (c) scientists study phenomena that are not actively altered, while detectives deal with phenomena that have been deliberately influenced to mislead.

This is what the author mentions while comparing scientists and detectives.

- (d) scientists study psychologically interesting phenomena, while detectives deal with “adult analogues of juvenile adventure tales.”
3. According to the passage, *internal conflicts* are psychologically more interesting than external conflicts because

This question is asking about the cause behind why internal conflict situations are more interesting than situations where the conflicts are external.

- (a) internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.

The detail being referred to is too narrow to connect as the reason asked for.

- (b) only juveniles or very few “adults” actually experience external conflict, while internal conflict is more widely prevalent in society.

Irrelevant idea.

- (c) in situations of internal conflict, individuals experience a dilemma in resolving their own preferences for different outcomes.

This is the main idea the author is trying to convey throughout the passage. There should be no ambiguity in choosing this option as the correct one.

- (d) there are no threats to the reader (or viewer) in case of external conflicts.

Irrelevant idea

4. Which, according to the author, would qualify as interesting psychology?

- (a) A statistician’s dilemma over choosing the best method to solve an optimisation problem.

This is the only option that has an inherently built inner conflict. A statistician trying to solve an optimisation problem has an internal conflict, since he has to first decide for himself as to what objectives he should set for the optimisation problem.

- (b) A chess player’s predicament over adopting a defensive strategy against an aggressive opponent.
- (c) A mountaineer’s choice of the best path to Mt. Everest from the base camp.
- (d) A finance manager’s quandary over the best way of raising money from the market.

Passage VII

While complex in the extreme, Derrida's work has proven to be a particularly influential approach to the analysis of the ways in which language structures our understanding of ourselves and the world we inhabit, an approach he termed *deconstruction*. In its simplest formulation, deconstruction can be taken to refer to a methodological strategy which seeks to uncover layers of hidden meaning, in a text that have been denied or suppressed. The term 'text', in this respect, does not refer simply, to a written form of communication, however. Rather, texts are something we all produce and reproduce constantly in our everyday social relations, be they spoken, written or embedded in the construction of material artifacts. At the heart of Derrida's deconstructive approach is his critique of what he perceives to be the totalitarian impulse of the Enlightenment pursuit to bring all that exists in the world under the domain of a representative language, a pursuit he refers to as *logocentrism*. Logocentrism is the search for a rational language that is able to know and represent the world and all its aspects perfectly and accurately. Its totalitarian dimension for Derrida at least, lies primarily in its tendency to marginalize or dismiss all that does not neatly comply with its particular linguistic representations, a tendency that, throughout history, has all too frequently been manifested in the form of authoritarian institutions. Thus logocentrism has, in its search for the truth of absolute representation, subsumed difference and oppressed that which it designates as its alien 'other'. For Derrida, western civilisation has been built upon such a systematic assault on alien cultures and ways of life, typically in the name of reason and progress.

In response to logocentrism, deconstruction posits the idea that the mechanism by which this process of marginalization and the ordering of truth occurs is through establishing systems of binary opposition. Oppositional linguistic dualisms, such as rational/irrational, culture/nature and good/bad are not, however, construed as equal partners as they are in, say, the semiological structuralism of Saussure. Rather, they exist, for Derrida, in a series of hierarchical relationships with the first term normally occupying a superior position. Derrida defines the relationship between such oppositional terms using the neologism *difference*. This refers to the realization that in any statement, oppositional terms differ from each other (for instance, the difference between rationality and irrationality is

constructed through oppositional usage), and at the same time, a hierarchical relationship is maintained by the deference of one term to the other (in the positing of rationality over irrationality, for instance). It is this latter point which is perhaps the key to understanding Derrida's approach to deconstruction.

For the fact that at any given time one term must defer to its oppositional 'other', means that the two terms are constantly in a state of interdependence. The presence of one is dependent upon the absence or 'absent-presence' of the 'other', such as in the case of good and evil, whereby to understand the nature of one, we must constantly relate it to the absent term in order to grasp its meaning. That is, to do good, we must understand that our act is not evil, for without that comparison the term becomes meaningless. Put simply, deconstruction represents an attempt to demonstrate the absent-presence of this oppositional 'other', to show that what we say or write is in itself not expressive simply of what is present, but also of what is absent. Thus, deconstruction seeks to reveal the interdependence of apparently dichotomous terms and their meanings relative to their textual context; that is, within the linguistic power relations which structure dichotomous terms hierarchically. In Derrida's own words, a deconstructive reading "must always aim at a certain relationship, unperceived by the writer, between what he commands and what he does not command of the patterns of a language that he uses... [It] attempts to make the not-seen accessible to sight."

Meaning, then, is never fixed or stable, whatever the intention of the author of a text. For Derrida, language is a system of relations that are dynamic, in that all meanings we ascribe to the world are dependent not only on what we believe to be present but also on what is absent. Thus, any act of interpretation must refer not only to what the author of a text intends, but also to what is absent from his or her intention. This insight leads, once again, to Derrida's further rejection of the idea of the definitive authority of the intentional agent or subject. The subject is decentred; it is conceived as the outcome of relations of *difference*. As author of its own biography, the subject thus becomes the ideological fiction of modernity and its logocentric philosophy, one that depends upon the formation of hierarchical dualisms, which repress and deny the presence of the absent 'other'. No

meaning can, therefore, ever be definitive, but is merely an outcome of a particular interpretation.

5. According to the passage, Derrida believes that the system of binary opposition
 - (a) represents a prioritization or hierarchy.
 - (b) reconciles contradictions and dualities.
 - (c) weakens the process of marginalization and ordering of truth.
 - (d) deconstructs reality.
6. According to the passage, Derrida believes that:
 - (a) Reality can be construed only through the use of rational analysis.
 - (b) Language limits our construction of reality.
 - (c) A universal language will facilitate a common understanding of reality.
 - (d) We need to uncover the hidden meaning in a system of relations expressed by language.
7. Derrida rejects the idea of '*definitive authority of the subject*' because
 - (a) interpretation of the text may not make the unseen visible.
 - (b) the meaning of the text is based on binary opposites.
 - (c) the implicit power relationship is often ignored.
 - (d) any act of interpretation must refer to what the author intends.
8. To Derrida, logocentrism does not imply:
 - (a) a totalitarian impulse.
 - (b) a domain of representative language.
 - (c) interdependence of the meanings of dichotomous terms.
 - (d) a strategy that seeks to suppress hidden meanings in a text.

Have you read the above passage and solved its questions?

Then, check your answers with those given below (along with their explanatory notes or author's advice on how they should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

While complex in the extreme, Derrida's work has proven to be a particularly influential approach to the analysis of the ways in which language structures our understanding of ourselves and the world we inhabit, an approach he termed deconstruction.

A very idea heavy sentence. The author is introducing the topic and starting off with an idea straightaway. Make sure that you do not go further unless you understand this sentence—otherwise you might end up finding yourself in choppy waters. Ask yourself the question: Who or What is the author talking about—the answer 'Derrida's work' gives you the topic of the passage. Then ask yourself the question: What is the author's idea about the topic? The answer that 'his work has thrown light on the ways in which language structures our understanding of ourselves—called 'deconstruction'—gives you the idea conveyed.

In its simplest formulation, deconstruction can be taken to refer to a methodological strategy which seeks to uncover layers of hidden meaning, in a text that have been denied or suppressed.

Deconstruction is further defined, throwing more light on the idea the author is trying to convey.

The term 'text', in this respect, does not refer simply, to a written form of communication, however. Rather, texts are something we all produce and reproduce constantly in our everyday social relations, be they spoken, written or embedded in the construction of material artifacts.

This sentence is about details and should be read much faster than the first two sentences.

At the heart of Derrida's deconstructive approach is his critique of what he perceives to be: the totalitarian impulse of the Enlightenment pursuit to bring all that exists in the world under the domain of a representative language, a pursuit he refers to as logocentrism. Logocentrism is the search for a rational language that is able to know and represent the world and all its aspects perfectly and accurately.

Another idea is defined – that of logocentrism. You need to slow down to take in what the author is trying to say in this sentence and connect it to the previous ideas in the paragraph.

Its totalitarian dimension for Derrida at least, lies primarily in its tendency to marginalize or dismiss all that does not neatly comply with its particular linguistic representations, a tendency that, throughout history, has all too frequently been manifested in the form of authoritarian institutions. Thus logocentrism has, in its search for the truth of absolute representation, subsumed difference and oppressed that which it designates as its alien 'other'. For Derrida, western civilization has been built upon such a systematic assault on alien cultures and ways of life, typically in the name of reason and progress.

Details and opinions being mentioned here. No significant new idea emerges in the above sentences. You should be able to read this extremely rapidly.

In response to logocentrism, deconstruction posits the idea that the mechanism by which this process of marginalization and the ordering of truth occurs is through establishing systems of binary opposition.

The author is connecting the two ideas of deconstruction and logocentrism mentioned in the previous paragraph by showing the principal difference between the two approaches. You need to grasp this here or if not here, in the next two to three sentences, which are likely to be details explaining the idea expressed in the first sentence of this paragraph.

Oppositional linguistic dualisms, such as rational/irrational, culture/nature and good/bad are not, however, construed as equal partners as they are in, say, the semiological structuralism of Saussure. Rather, they exist, for Derrida, in a series of hierarchical relationships with the first term normally occupying a superior position. Derrida defines the relationship between such oppositional terms using the neologism difference. This refers to the realization that in any statement, oppositional terms differ from each other (for instance, the difference between rationality and irrationality is constructed through oppositional usage), and at the same time, a hierarchical relationship is maintained by the deference of one term to the other (in the positing of rationality over irrationality, for instance). It is this latter point which is perhaps the key to understanding Derrida's approach to deconstruction.

The author continues to construct on the idea he has introduced at the start of the paragraph. He has introduced a new idea—that of difference between the two terms in a linguistic dualism.

For the fact that at any given time one term must defer to its oppositional 'other', means that the two terms are constantly in a state of interdependence. The presence of one is dependent upon the absence or 'absent-presence' of the 'other', such as in the case of good and evil, whereby to understand the nature of one, we must constantly relate it to the absent term in order to grasp its meaning.

Extends the idea introduced towards the end of the previous paragraph.

That is, to do good, we must understand that our act is not evil, for without that comparison the term becomes meaningless. Put simply, deconstruction represents an attempt to demonstrate the absent-presence of this oppositional 'other', to show that what we say or write is in itself not expressive simply of what is present, but also of what is absent. Thus, deconstruction seeks to reveal the interdependence of apparently

dichotomous terms and their meanings relative to their textual context; that is, within the linguistic power relations which structure dichotomous terms hierarchically. In Derrida's own words, a deconstructive reading "must always aim at a certain relationship, unperceived by the writer, between what he commands and what he does not command of the patterns of a language that he uses ... [It] attempts to make the not-seen accessible to sight."

Explanatory details that need to be read fast. However, these can be read fast only if you have connected with the author's idea structure throughout.

Meaning, then, is never fixed or stable, whatever the intention of the author of a text. For Derrida, language is a system of relations that are dynamic, in that all meanings we ascribe to the world are dependent not only on what we believe to be present but also on what is absent. Thus, any act of interpretation must refer not only to what the author of a text intends, but also to what is absent from his or her intention. This insight leads, once again, to Derrida's further rejection of the idea of the definitive authority of the intentional agent or subject. The subject is decentred; it is conceived as the outcome of relations of difference. As author of its own biography, the subject thus becomes the ideological fiction of modernity and its logocentric philosophy, one that depends upon the formation of hierarchical dualisms, which repress and deny the presence of the absent 'other'. No meaning can, therefore, ever be definitive, but is merely an outcome of a particular interpretation.

This is the concluding idea in the passage. You need to grasp this paragraph well to complete your interpretation of the author's idea structure. Take your time to understand clearly what it says—It is extremely heavy in its ideas.

5. According to the passage, Derrida believes that the system of binary opposition

(a) represents a prioritization or hierarchy.

This is not the correct option, since the system contains a hierarchy, but is not a representation of it.

(b) reconciles contradictions and dualities.

Irrelevant as compared to the idea structure of the author.

(c) weakens the process of marginalization and ordering of truth.

(d) deconstructs reality.

This is the central idea of the passage. Hence, this has to be correct.

6. According to the passage, Derrida believes that:

- (a) Reality can be construed only through the use of rational analysis.

This option goes against what the passage is talking about—that reality can be better understood by deconstructing it through language.

- (b) Language limits our construction of reality.

Language helps us deconstruct reality. Constructing reality is an irrelevant concept.

- (c) A universal language will facilitate a common understanding of reality.

Derrida believes the opposite.

- (d) We need to uncover the hidden meaning in a system of relations expressed by language.

This is one of the main ideas conveyed by the author in the last two paragraphs.

7. Derrida rejects the idea of ‘definitive authority of the subject’ because

- (a) interpretation of the text may not make the unseen visible.
- (b) the meaning of the text is based on binary opposites.
- (c) the implicit power relationship is often ignored.
- (d) any act of interpretation must refer to what the author intends.

This is against what the author is trying to say. He is saying the opposite—that interpretation should not be limited to what the author intends.

8. To Derrida, logocentrism does not imply:

- (a) A totalitarian impulse.

It does imply a totalitarian impulse. Hence, this is not the answer.

- (b) A domain of representative language.

Logocentrism has a tendency to try to define one representative language. Hence, this cannot be the answer.

- (c) Interdependence of the meanings of dichotomous terms.

This is what is implied by deconstruction—which differs from logocentrism. Hence, this is the answer.

- (d) A strategy that seeks to suppress hidden meanings in a text.

Passage VIII

Crinoline and croquet are out. As yet, no political activists have thrown themselves in front of the royal horse on Derby Day. Even so, some historians can spot the parallels. It is a time of rapid technological change. It is a period when the dominance of the world’s superpower is coming under

threat. It is an epoch when prosperity masks underlying economic strain. And, crucially, it is a time when policy-makers are confident that all is for the best in the best of all possible worlds. Welcome to the Edwardian Summer of the second age of globalisation.

Spare a moment to take stock of what's been happening in the past few months. Let's start with the oil price, which has rocketed to more than \$65 a barrel, more than double its level 18 months ago. The accepted wisdom is that we shouldn't worry our little heads about that, because the incentives are there for business to build new production and refining capacity, which will effortlessly bring demand and supply back into balance and bring crude prices back to \$25 a barrel. As Tommy Cooper used to say, 'just like that'.

Then there is the result of the French referendum on the European Constitution, seen as thick-headed luddites railing vainly against the modern world. What the French needed to realise, the argument went, was that there was no alternative to the reforms that would make the country more flexible, more competitive, more dynamic. Just the sort of reforms that allowed Gate Gourmet to sack hundreds of its staff at Heathrow after the sort of ultimatum that used to be handed out by Victorian mill owners. An alternative way of looking at the French "non" is that our neighbours translate "flexibility" as "you're fired".

Finally, take a squint at the United States. Just like Britain a century ago, a period of unquestioned superiority is drawing to a close. China is still a long way from matching America's wealth, but it is growing at a stupendous rate and economic strength brings geo-political clout. Already, there is evidence of a new scramble for Africa as Washington and Beijing compete for oil stocks. Moreover, beneath the surface of the US economy, all is not well. Growth looks healthy enough, but the competition from China and elsewhere has meant the world's biggest economy now imports far more than it exports. The US is living beyond its means, but in this time of studied complacency, a current account deficit worth 6 percent of gross domestic product is seen as a sign of strength, not weakness.

In this new Edwardian summer, comfort is taken from the fact that dearer oil has not had the savage inflationary consequences of 1973–74, when a fourfold increase in the cost of crude brought an abrupt end to a postwar boom that had gone on uninterrupted for a quarter of a century. True, the

cost of living has been affected by higher transport costs, but we are talking of inflation at 2.3 per cent and not 27 per cent. Yet, the idea that higher oil prices are of little consequence is fanciful. If people are paying more to fill up their cars, it leaves them with less to spend on everything else, but there is a reluctance to consume less. In the 1970s unions were strong and able to negotiate large, compensatory pay deals that served to intensify inflationary pressure. In 2005, that avenue is pretty much closed off, but the abolition of all the controls on credit that existed in the 1970s means that households are invited to borrow more rather than consume less. The knock-on effects of higher oil prices are thus felt in different ways—through high levels of indebtedness, in inflated asset prices, and in balance of payments deficits.

There are those who point out, rightly, that modern industrial capitalism has proved mightily resilient these past 250 years, and that a sign of the enduring strength of the system has been the way it apparently shrugged off everything—a stock market crash, 9/11, rising oil prices—that have been thrown at it in the half decade since the millennium. Even so, there are at least three reasons for concern. First, we have been here before. In terms of political economy, the first era of globalisation mirrored our own. There was a belief in unfettered capital flows, in free trade, and in the power of the market. It was a time of massive income inequality and unprecedented migration. Eventually, though, there was a backlash, manifested in a struggle between free traders and protectionists, and in rising labour militancy.

Second, the world is traditionally at its most fragile at times when the global balance of power is in flux. By the end of the nineteenth century, Britain's role as the hegemonic power was being challenged by the rise of the United States, Germany, and Japan, while the Ottoman and Hapsburg empires were clearly in rapid decline. Looking ahead from 2005, it is clear that over the next two or three decades, both China and India—which together account for half the world's population—will flex their muscles.

Finally, there is the question of what rising oil prices tell us. The emergence of China and India means global demand for crude is likely to remain high at a time when experts say production is about to top out. If supply constraints start to bite, any declines in the price are likely to be short-term cyclical affairs, punctuating a long upward trend.

9. Which of the following best represents the key argument made by the author?
- (a) The rise in oil prices, the flux in the global balance of power and historical precedents should make us question our belief that the global economic prosperity would continue.
 - (b) The belief that modern industrial capitalism is highly resilient and capable of overcoming shocks will be belied soon.
 - (c) Widespread prosperity leads to neglect of early signs of underlying economic weakness, manifested in higher oil prices and a flux in the global balance of power.
 - (d) A crisis is imminent in the West given the growth of countries like China and India and the increase in oil prices.
10. What can be inferred about the author's view when he states, 'As Tommy Cooper used to say "just like that"'?
- (a) Industry has incentive to build new production and refining capacity and therefore, oil prices would reduce.
 - (b) There would be a correction in the price levels of oil once new production capacity is added.
 - (c) The decline in oil prices is likely to be short-term in nature.
 - (d) It is not necessary that oil prices would go down to earlier levels.
11. What, according to the author, has resulted in a widespread belief in the resilience of modern capitalism?
- (a) Growth in the economies of Western countries despite shocks in the form of increase in levels of indebtedness and inflated asset prices.
 - (b) Increase in the prosperity of Western countries and China despite rising oil prices.
 - (c) Continued growth of Western economies despite a rise in terrorism, an increase in oil prices and other similar shocks.
 - (d) The success of continued reforms aimed at making Western economies more dynamic, competitive and efficient.
12. By the expression 'Edwardian Summer', the author refers to a period in which there is
- (a) unparalleled luxury and opulence.

- (b) a sense of complacency among people because of all-round prosperity.
- (c) a culmination of all-round economic prosperity.
- (d) an imminent danger lurking behind economic prosperity.

Have you read the above passage and solved its questions?

Then, check your answers with those given below (along with their explanatory notes or author's advice on how they should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

Crinoline and croquet are out. As yet, no political activists have thrown themselves in front of the royal horse on Derby Day. Even so, **some historians can spot the parallels.**

There is an idea here somewhere, which you can expect to be unravelled later. There is obviously a talk about some sort of parallel between two time periods.

It is a time of rapid technological change. It is a period when the dominance of the world's superpower is coming under threat. It is an epoch when prosperity masks underlying economic strain. And, crucially, it is a time when policy-makers are confident that all is for the best in the best of all possible worlds.

The author is defining the time in terms of different characteristics that must have been common between the two periods.

Welcome to the Edwardian Summer of the second age of globalisation.

The author can be understood to be talking about two ages of globalisation—the current one and one that could have been described as an Edwardian summer obviously something to do with King Edward's reign.

Spare a moment to take stock of what's been happening in the past few months. Let's start with the oil price, which has rocketed to more than \$65 a barrel, more than double its level 18 months ago. The accepted wisdom is that we shouldn't worry our little heads about that, because the incentives are there for business to build new production and refining capacity, which will effortlessly bring demand and supply back into balance and bring crude prices back to \$25 a barrel. As Tommy Cooper used to say, 'just like that'.

Then there is the result of the French referendum on the European Constitution, seen as thick-headed luddites railing vainly against the

modern world. What the French needed to realise, the argument went, was that there was no alternative to the reforms that would make the country more flexible, more competitive, more dynamic. Just the sort of reforms that allowed Gate Gourmet to sack hundreds of its staff at Heathrow after the sort of ultimatum that used to be handed out by Victorian mill owners. An alternative way of looking at the French “non” is that our neighbours translate “flexibility” as “you’re fired”.

Finally, take a squint at the United States. Just like Britain a century ago, a period of unquestioned superiority is drawing to a close. China is still a long way from matching America’s wealth, but it is growing at a stupendous rate and economic strength brings geo-political clout. Already, there is evidence of a new scramble for Africa as Washington and Beijing compete for oil stocks. Moreover, beneath the surface of the US economy, all is not well. Growth looks healthy enough, but the competition from China and elsewhere has meant the world’s biggest economy now imports far more than it exports. The US is living beyond its means, but in this time of studied complacency, a current account deficit worth 6 percent of gross domestic product is seen as a sign of strength, not weakness.

The author has used these three examples—of oil Prices, the French referendum and the United States—in order to lead up to his point which you can anticipate will come in the last two paragraphs.

In this new Edwardian summer, comfort is taken from the fact that dearer oil has not had the savage inflationary consequences of 1973–74, when a fourfold increase in the cost of crude brought an abrupt end to a postwar boom that had gone on uninterrupted for a quarter of a century. True, the cost of living has been affected by higher transport costs, but we are talking of inflation at 2.3 per cent and not 27 per cent. Yet, the idea that higher oil prices are of little consequence is fanciful. If people are paying more to fill up their cars, it leaves them with less to spend on everything else, but there is a reluctance to consume less. In the 1970s unions were strong and able to negotiate large, compensatory pay deals that served to intensify inflationary pressure. In 2005, that avenue is pretty much closed off, but the abolition of all the controls on credit that existed in the 1970s means that households are invited to borrow more rather than consume less. The knock-on effects of higher oil prices are thus felt in different ways— through high levels of indebtedness, in inflated asset prices, and in balance of payments deficits.

There is clearly a negative point of view about the casualness exhibited by the world that the author is trying to convey. Notice that in each of the points above, the author gives his opinion by negating the reasons the world is using for being relaxed about its current problems. The author's opinion clearly is that the false security we are living under is not real.)

There are those who point out, rightly, that modern industrial capitalism has proved mightily resilient these past 250 years, and that a sign of the enduring strength of the system has been the way it apparently shrugged off everything—a stock market crash, 9/11, rising oil prices—that have been thrown at it in the half decade since the millennium. *Even so, there are at least three reasons for concern.*

This sentence signals three upcoming reasons for concern. It is clearly an opinion based sentence. Up until this point, he has not explicitly stated his opinion/s, only hinting at them through his three examples in the last three paragraphs. We will get to finally see the author's opinion in these reasons.

First, we have been here before. In terms of political economy, the first era of globalisation mirrored our own. There was a belief in unfettered capital flows, in free trade, and in the power of the market. It was a time of massive income inequality and unprecedented migration. Eventually, though, there was a backlash, manifested in a struggle between free traders and protectionists, and in rising labour militancy.

Second, the world is traditionally at its most fragile at times when the global balance of power is in flux. By the end of the nineteenth century, Britain's role as the hegemonic power was being challenged by the rise of the United States, Germany, and Japan, while the Ottoman and Hapsburg empires were clearly in rapid decline. Looking ahead from 2005, it is clear that over the next two or three decades, both China and India—which together account for half the world's population—will flex their muscles.

Finally, there is the question of what rising oil prices tell us. The emergence of China and India means global demand for crude is likely to remain high at a time when experts say production is about to top out. If supply constraints start to bite, any declines in the price are likely to be short-term cyclical affairs, punctuating a long upward trend.

These last three passages give the heart of the author's opinion. He has drawn up parallels between the Edwardian era—which he refers to as the first era of globalisation—and the current era of globalisation. He has clearly enumerated three reasons which should cause concern.

9. Which of the following best represents the key argument made by the author?

- (a) The rise in oil prices, the flux in the global balance of power and historical precedents should make us question our belief that the global economic prosperity would continue.

This is indeed the key argument that the author is making.

- (b) The belief that modern industrial capitalism is highly resilient and capable of overcoming shocks will be belied soon.

This option is extremely close and confusing. However, what you should realise is that the option goes further than what the author is saying. The author has just mentioned that we should be concerned—he does not go on to predict that our beliefs will be belied. Hence, this cannot be the answer.

- (c) Widespread prosperity leads to neglect of early signs of underlying economic weakness, manifested in higher oil prices and a flux in the global balance of power.

This is the premise, not the argument.

- (d) A crisis is imminent in the West given the growth of countries like China and India and the increase in oil prices.

Irrelevant answer.

10. What can be inferred about the author's view when he states, 'As Tommy Cooper used to say "just like that"'?

This question is clearly asking about an inference, hence, you need to understand the author's unstated opinion behind using this phrase.

- (a) Industry has incentive to build new production and refining capacity and therefore oil prices would reduce.

This is a clearly stated cause and effect fact. Hence, cannot be an inference about the author's opinion. Thus, this is not the correct answer.

- (b) There would be a correction in the price levels of oil once new production capacity is added.

- (c) The decline in oil prices is likely to be short-term in nature.

This is indeed the author's opinion. This can be deduced from: firstly, the author's writing style: Throughout the passage, he has adopted a strategy of stating the reasons for being complacent with respect to some facts and then he goes on to ask us not to be so complacent. Further, the opinion the author holds about the oil prices, is clearly stated in the last paragraph's last sentence. The sentence '*If supply constraints start to bite, any declines in the price are likely to be short-term cyclical affairs, punctuating a long upward trend*' clearly shows his opinion about what he expects to happen to oil prices.

- (d) It is not necessary that oil prices would go down to earlier levels.

11. What, according to the author, has resulted in a widespread belief in the resilience of modern capitalism?

- (a) Growth in the economies of Western countries despite shocks in the form of increase in levels of indebtedness and inflated asset prices.

This option uses a connection between ‘growth in western economies’ and ‘shocks of increased indebtedness and inflated asset prices’. There is no logical connection defined in the passage between these two factors.

- (b) Increase in the prosperity of Western countries and China despite rising oil prices.

Irrelevant choice.

- (c) Continued growth of Western economies despite a rise in terrorism, an increase in oil prices and other similar shocks.

This is the correct choice, since this according to the author, is what has led to the belief. Clearly stated in the fourth last paragraph.

- (d) The success of continued reforms aimed at making Western economies more dynamic, competitive and efficient.

Irrelevant option.

12. By the expression ‘Edwardian Summer’, the author refers to a period in which there is

- (a) unparalleled luxury and opulence.

The author has never referred to unparalleled luxury and opulence.

- (b) a sense of complacency among people because of all-round prosperity.

Throughout the passage, the author has explained the term ‘Edwardian Summer’ explaining the complacency that has set into the people due to all round prosperity. Perhaps, you also need to understand that the author is British – since he calls the French his neighbours, refers to Derby day etc., and summer to the British is a time of brightness, happiness and joy, before the onset of the dull, dreary and depressing winter.

- (c) a culmination of all-round economic prosperity.

culmination? improbable option.

- (d) an imminent danger lurking behind economic prosperity.

Does not fit in with the term Edwardian.

* This question appeared in CAT 2005 paper

OceanofPDF.com

2

LOD Exercises

SECTION

Having gone through the various skills involved in improving your reading skills and your reading comprehension solving skills, you are now in a position to test your abilities in solving reading comprehension questions at various levels of difficulty.

This section comprises of three exercises at:

- Level of Difficulty I
- Level of Difficulty II and
- Level of Difficulty III

These exercises have been created to help you go through a structured solving and learning experience and get you ready to solve real-life CAT passages at any level of difficulty.

LIST OF CHAPTERS

5. Level of Difficulty-I
6. Level of Difficulty-II
7. Level of Difficulty-III
8. Previous Years' Questions from the CAT

Level of Difficulty—I

Five

chapter

TEST 1

Passage 1

One of the most successful commercial products ever launched is said to have come about as the result of a mistake. In 1896, Jacob's Pharmacy in Atlanta, Georgia, was selling a nerve tonic known as 'French Wine Cola—Ideal Nerve Tonic'. By accidentally adding fizzy water instead of still water to the recipe, a pharmacist called John S. Pemberton invented what has today become the most popular soft drink in the world: Coca-Cola. Along with its closest rival—Pepsi—which appeared on the market three years later, Coke has enjoyed phenomenal success worldwide, particularly in the past fifty years. Indeed, old Coke bottles and 'limited edition' cans can often fetch considerable sums from collectors, and there are even stores which deal exclusively in Coke products and memorabilia.

What could possibly account for the amazing success of Coca-Cola? How has this combination of carbonated water, sugar, acid and flavourings come to symbolise the American way of life for most of the world? After all, even the manufacturers could hardly describe Coke as a healthy product since it contains relatively high amounts of sugar (admittedly not the case with Diet Coke which contains artificial sweeteners instead of sugar) and phosphoric acid, both of which are known to damage teeth.

One explanation may be found in the name. The original recipe included a flavouring from the coca plant and probably included small amounts of cocaine (an addictive substance), but since the early part of this century, all traces of cocaine have been removed. However, Coke (like all cola drinks) also includes a flavouring from the cola tree; cola extract contains caffeine, which is a stimulant, and the Coca-Cola company adds extra caffeine for good measure. While caffeine is not thought to be an addictive substance in itself, there is considerable evidence that over a period of time, the consumption of caffeine has to be increased in order for its stimulating effect to be maintained, and so sales of Coke perhaps benefit as a result.

A more likely reason for the enduring popularity of Coke may, however, be found in the company's enviable marketing strategies. Over the years, it has come up with some of the most memorable commercials, tunes, slogans and sponsorship in the world of advertising, variously emphasizing international harmony, youthfulness and a carefree lifestyle. Few other companies (arguably including Pepsi) have been able to match such marketing ploys so consistently or effectively. As suggested earlier, the influences of American culture are evident just about everywhere, and Coca-Cola has somehow come to represent a vision of the United States that much of the rest of the world dreams about and aspires to. Perhaps drinking Coke brings people that little bit closer to the dream.

1. According to the paragraph, 'cans can often fetch considerable sums' means the same as:
 - (a) Coke is quite expensive in some parts of the world.
 - (b) collectors consider carefully how much they are paying for a can of Coke.
 - (c) old coke cans have a lot of value.
 - (d) some collectors will only drink Coke in exclusive stores.
 - (e) certain Coke cans are worth a lot of money as collectable items.
2. According to the paragraph, the author uses 'for good measure' to emphasize the fact that:
 - (a) there is a lot of caffeine in Coke.
 - (b) the amount of caffeine in Coke is carefully measured.
 - (c) the extra caffeine improves the taste of Coke.

- (d) the extra caffeine balances the amount found naturally in the cola extract.
 - (e) the extra caffeine is healthy for the drinkers of Coke.
3. According to the paragraph, 'Coke has enjoyed phenomenal success' suggests that the author:
- (a) thinks that the success of Coke is very strange.
 - (b) believes that the success of Coke has been impressive.
 - (c) thinks that the success of Coke is beyond explanation.
 - (d) rather disapproves of the success of Coke.
 - (e) considers the success of Coke to be undeserved.
4. Describing Coke's marketing strategies as 'enviable' in the paragraph, the author means that:
- (a) the strategies are based on envy.
 - (b) Coke's marketing staff is encouraged to be envious of each other's ideas.
 - (c) people are persuaded to buy Coke because they are envious of others.
 - (d) rivals are envious of the Coke Company's successful methods of marketing.
 - (e) Coke's marketing strategies are enviable.
5. It can be inferred from the last sentence of the passage that:
- (a) most people would like to live in America.
 - (b) many people wish for a lifestyle like they imagine most Americans have.
 - (c) drinking Coke reminds a lot of people of visiting America.
 - (d) living in the United States is a bit like living in a dream.
 - (e) drinking Coke is part of the American dream.
6. According to the paragraph, all of the following are not true, except:
- (a) Cocaine and caffeine are addictive substances.
 - (b) At least one of the ingredients of Coke is addictive.
 - (c) The stimulating effect of caffeine is reduced over time unless consumption of it is increased.

- (d) The Coca-Cola company has gradually increased the amount of caffeine it puts in Coke.
- (e) All of the above are not true.

Passage 2

Ask an American schoolchild what he or she is learning in school these days and you might even get a reply, provided you ask it in Spanish. But don't bother, here's the answer: Americans nowadays are not learning any of the things that we learned in our day, like reading and writing. Apparently, these are considered fusty old subjects, invented by white males to oppress women and minorities.

What are they learning? In a Vermont college town, I found the answer sitting in a toy store book rack, next to typical kids' books like 'Heather Has Two Mommies and Daddy Is Dysfunctional'. It's a teacher's guide called 'Happy To Be Me', subtitled 'Building Self Esteem'.

Self-esteem, as it turns out, is a big subject in American classrooms. Many American schools see building it as important as teaching reading and writing. They call it "whole language" teaching, borrowing terminology from the granola people to compete in the education marketplace.

No one ever spent a moment building my self-esteem when I was in school. In fact, from the day I first stepped inside a classroom, my self-esteem was one big demolition site. All that mattered was "the subject," be it geography, history, or mathematics. I was praised when I remembered that "near", "fit", "friendly", "pleasing", "like" and their opposites took the dative case in Latin. I was reviled when I forgot what a cosine was good for. Generally, I lived my school years beneath a torrent of castigation so consistent I eventually ceased to hear it, as people who live near the sea eventually stop hearing the waves.

Schools have changed. Reviling is out, for one thing. More important, subjects have changed. Whereas I learned English, modern kids learn something called "language skills." Whereas I learned writing, modern kids learn something called "communication". Communication, the book tells us, is seven per cent words, 23 per cent facial expression, 20 per cent tone of voice, and 50 per cent body language. So this column, with its carefully

chosen words, would earn me at most, a grade of seven per cent. That is, if the school even gave out something as oppressive and demanding as grades. The result is that, in place of English classes, American children are getting a course in How to 'Win Friends and Influence People'. Consider the new attitude toward journal writing: I remember one high school English class when we were required to keep a journal. The idea was to emulate those great writers who confided in diaries, searching their souls and honing their critical thinking on paper.

'Happy To Be Me' states that journals are a great way for students to get in touch with their feelings. Tell students they can write one sentence or a whole page. Reassure them that no one, not even you, will read what they write. After the unit, hopefully, all students will be feeling good about themselves and will want to share some of their entries with the class.

There was a time when no self-respecting book for English teachers would use "great" or "hopefully" that way. Moreover, back then, the purpose of English courses (an antique term for "Unit") was not to help students "feel good about themselves." Which is good, because all that reviling didn't make me feel particularly good about anything.

7. According to the passage, the author implies that
 - (a) self-criticism has gone too far.
 - (b) evaluating criteria are inappropriate nowadays.
 - (c) communication is a more comprehensive category than language skills.
 - (d) this column does not meet the demanding evaluating criteria of today.
 - (e) there is a dumbing down of American education.
8. According to the author, all of the following are true except
 - (a) subjects are no longer taught seriously.
 - (b) academic standards in schools nowadays are no longer high enough.
 - (c) kids nowadays are encouraged to be self-critical.
 - (d) the use of language has changed for the worse.
 - (e) none of these.
9. The style of the author can be best described as

- (a) academic.
 - (b) critical.
 - (c) analytical.
 - (d) comparative.
 - (e) jovial.
10. The attitude of the author can be best described as
- (a) progressive.
 - (b) reactionary.
 - (c) liberal.
 - (d) tolerant.
 - (e) critical.
11. How would you describe the author's attitude towards current learning strategies?
- (a) distanced.
 - (b) admiring.
 - (c) ironical.
 - (d) objective.
 - (e) reviling.
12. According to the passage, the author's intention is to get us to:
- (a) confirm current trends.
 - (b) rethink educational strategies.
 - (c) think about what constitutes communication.
 - (d) reassure parents.
 - (e) redefine language teaching.

Passage 3

The first arrival on being introduced, asked me if I was the owner of the hotel. The second arrival shook my hand vigorously, then proclaimed. "Yes, of course, I've read your book—No full stops in India."

"That was Mark Tully", I said, "He smokes a pipe."

The third or fourth arrival got it right, but spoilt it all by asking, "Do you still write, Mr. Bond?"

This is like asking a chef if he still makes soup, or a cobbler if he can repair a shoe. I couldn't be bothered answering his question, but a little boy came to my rescue by asking me to sign my latest book. Nevertheless, the question lingers and sometimes I ask myself: Did I find my dream—the dream of 45 years ago? Do I remember that dream? Most of it, I do believe. To live independently as a fulltime writer, that was part of the dream. And I have done that for most of my adult life. No riches, no houses, no cars, no computers. But independence, certainly.

To live in the place of my choice. While I was away in Delhi in the early 1960s, I decided I was going to live in the hills and work from there. Just as, five years earlier, I had decided that my home was India and not England.

Mussoorie may not have been the perfect choice (there are places more lovely), but in many ways, it has suited me. I'm near the Doon (familiar territory), not too far from Delhi (and my publishers), and just a short walk into the solitude of the mountains. I have lived with the family and companions of my choice—Prem and his children and grandchildren, and many good people on the hillside who have been generous to me over the years.

And have I won the time for leisure, books, nature, love and friendship? Yes, most of these things, for some of the time. Not everything falls neatly into place. How can it? But I think I've done most of what I set out to do. I could have done it a little better, and perhaps there's time to do more. My faults and limitations are many, but I've always accepted that I'm a most imperfect specimen of humanity, which means I've always been on friendly terms with myself! And yes, Sir, I'm still doing my thing—cobbling shoes, making a tolerable soup, and recording my life and the life around me to the best of my ability. Talking of hotels—most of them, big or small, have one thing in common: the occasional guest who makes off with the linen, the cutlery, and sometime, even a TV set.

Nandu (of the Savoy) tells of how one customer drove off with a mattress rolled up on the luggage rack. When the manager realized what had happened, he phoned the police at the toll-barrier, and they stopped the car and took possession of the mattress. The owner of the car promptly blamed

his driver for the theft, but the driver responded— “Sir, you asked me to pick up two mattresses, and now you are blaming me for stealing one!”

Of course there are some tourists who leave their belongings behind; or if not their belongings, their fellow-travelers. The day after a group of jolly, beer-guzzling young men vacated their room, the housekeeper opened a cupboard to have a dead body tumble out on top of her. In a different hotel, a box-bed was found stuffed with a decaying corpse. Both cases went unsolved. Equally enterprising were the young men from Haryana who stabbed to death one of their companions and left the body in the Landour cemetery. But these gentlemen left so many clues behind that they were caught a few days later. Hill-stations are, by and large, peaceful places, but just occasionally, crime rears its ugly head and an old lady is found strangled in her bed or a failed businessman is found hanging in the bathroom. We won't dwell on these tragedies but think instead of the thousands who come here in high spirits and go away in even better spirits—the combination of clean mountain air, breath-taking scenery, and, just occasionally, spirits of the bottled variety having done wonders for their outlook on life.

To me, flowers are the most sensual of living things, or perhaps, it's just that the appeal to the sensuality of my own nature. A rose in bud, the heady scent of jasmine, the unfolding of a lily, the flaunting colour of dahlias and giant marigolds, the seductive fragrance of the honeysuckle, all these excite and entice me.

A wild species of geranium (the round-leaved cranebill, to give its English name) with a tiny lilac flower, has responded to my overtures, making a great display in a tub where I encouraged it to spread. Never one to spurn a gesture of friendship, I have given it the freedom of the shady back verandah. Let it be my flower of the month, this rainy August.

13. What is the author's view towards his own life?

- (a) He's pretty relaxed about his life.
- (b) He's pretty satisfied by his life.
- (c) He's concerned about his life.
- (d) He's thinking about what the future holds for him & wants to forget the past.

- (e) He is living in the past.
- 14. According to the passage, after the beer guzzling young men vacated their room, the housekeeper was shocked by:
 - (a) Not finding the carpet.
 - (b) Finding a box.
 - (c) By finding a dead body of a young man in the cupboard, which tumbled out on top of her.
 - (d) All of these.
 - (e) None of these.
- 15. Why does the author choose to stay in Mussourie?
 - (a) It suited him in many ways.
 - (b) It was near to Doon; which was familiar to him.
 - (c) It was not too far from Delhi & his publishers.
 - (d) All of the above.
 - (e) None of the above.
- 16. What has been the author doing for the most of his adult life?
 - (a) Travelling to different places.
 - (b) Living independently as a full time writer.
 - (c) Collecting riches for future.
 - (d) Marvelling at the nature.
 - (e) Living in the place of his choice.
- 17. What does the author want to imply by saying “Not everything falls into place”.
 - (a) A person cannot have all the things he wants from life.
 - (b) A person cannot win time for leisure, books, nature & love all at once.
 - (c) Life is like a jumble and its very hard to fit the right word at the right place.
 - (d) Life can be cruel at times.
 - (e) None of the above.

Passage 4

Recent technological advancement in manned and unmanned undersea vehicles, overcome some of the limitations of divers equipment. Without a vehicle, divers often became sluggish and their mental concentration was limited. Because of undersea pressure that affected their mind, concentration among divers was difficult or impossible. But today, most oceanographers make observations by means of instruments that are lowered into the ocean or from samples taken from the water. Direct observations of the ocean floor are made not only by the divers, but also by deep-diving submarines. Some of these submarines can dive to depths of more than several miles and cruise at depths of 15 thousand feet. Radio equipped buoys can be operated by remote control in order to transmit information back to land-based laboratories including data about water temperature, currents and weather. Some of mankind's most serious problems, especially those concerning energy and food may be solved with the help of observations made possible by these undersea vehicles.

18. With what topic is the passage primarily concerned?

- (a) recent technological advances.
- (b) communication among divers.
- (c) Direct observation of the ocean floor.
- (d) undersea vehicles.
- (e) Technological advancement of undersea vehicles.

19. Divers have had problems in concentrating underwater because:

- (a) the pressure affected their minds.
- (b) the vehicles they used have not been perfected.
- (c) they did not think clearly.
- (d) the pressure destroyed their mental processes.
- (e) of distractions while diving.

20. This passage suggests that the successful exploration of the ocean depends upon:

- (a) vehicles as well as divers.
- (b) radio that divers use to communicate.
- (c) controlling currents and the weather.
- (d) removal of the limitations of diving equipment.

- (e) Development of undersea vehicles.
- 21. Undersea vehicles
 - (a) are too small for a man to fit inside.
 - (b) are very slow to respond.
 - (c) have the same limitations that divers have.
 - (d) make direct observations of the ocean floor.
 - (e) are technologically primitive.
- 22. How is a radio-equipped buoy most likely to be operated?
 - (a) By operators inside the vehicle and underwater.
 - (b) By operators outside the vehicle on a ship.
 - (c) By operators outside the vehicle on a diving platform.
 - (d) By operators outside the vehicle in a laboratory on the shore.
 - (e) Cannot be inferred.
- 23. According to the author, what are some of the problems the underwater studies may eventually resolve?
 - (a) Weather and temperature control.
 - (b) Food and energy shortages.
 - (c) Transportation and communication problems.
 - (d) Overcrowding and housing problems.
 - (e) Resource shortages.

Passage 5

BOOKSHOPS are piled higher than ever before with lavishly illustrated children's books tricked out to look like instant classics. What to buy?

1. Books for Five-year olds and under

Whether to be read alone or to be read aloud, a good picture book for young children strikes a balance between words, which must not be too plentiful, and images, which must not shout too loudly. "How Many Miles to Bethlehem?" is a deft retelling of the story of the Nativity by an English poet, Kevin Crossley-Holland, with Peter Malone as illustrator. The words are spare and well chosen (every actor in the drama, from the ass to the

angel, has a page to present his point of view), while the rich pictures are almost Giotto-like in atmosphere and choice of detail.

Also ringing the changes on a seasonal theme is “Santa’s Littlest Helper”—a collaboration between Anu Stohner and Henrike Wilson as illustrator. One of Santa’s undervalued assistants stumbles upon a startling fact: animals, unlike children, don’t usually get presents.

Alexis Deacon is one of the finest of a younger generation of English illustrators for children. In his third work, “Jitterbug Jam: A Monster Tale”, Mr. Deacon collaborates with an American writer, Barbara Jean Hicks, to produce a gentle morality tale about the nature of strangeness. His horned monsters, alarming to look at but gentle in character, seem distantly related to Maurice Sendak’s wild things.

The best animal picture book of the season is “Lord of the Forest” by Caroline Pitcher and Jackie Morris. Ms. Morris’s illustrations are lavish and painterly, and the story—who exactly is the king of the jungle?—holds the reader in suspense until the very last page.

The funniest new picture book is Posy Simmonds’s “Baker Cat”, the tale of a baker’s cat who manages to outwit his owner, a thoroughly punitive and miserable fellow, by forging a cunning alliance with the very mice he is supposed to be keeping out of the bakery. Children will adore the fussy detail and the hilarious dialogue.

New in Britain, “The King of Capri” is a tale by Jeanette Winterson, who is better known for her novels for grown-ups; it is illustrated with panache by Jane Ray. The wind blows away the clothes of a greedy king, but they land on the roof of a tender-hearted woman. The story has all the ease and surprise of an old folk tale.

2. Six-to-ten-year olds

Two new editions of classic books head the list for children at the younger end of this age range. Naomi Lewis has produced an excellent new selection from the “Tales of Hans Christian Andersen.” All the favourites are here, from “Thumbelina” to “The Little Mermaid” and “The Emperor’s New Clothes”, along with lesser known stories, such as “The Flying Trunk”. Joel Stewart’s illustrations bring out the many moods in Andersen’s

stories—their darkness, their vertigo-inducing strangeness, their wild flights of humour.

From the same publishers comes Martin Jenkins's sensitive abridgement of Jonathan Swift's "Gulliver". The illustrations of Chris Riddell, formerly with *The Economist*, show his characteristic flights of fancy.

Admirers of Philip Pullman for his a "Dark Materials" trilogy, will be pleased to discover that he is no less adept at writing fantasy for younger children. "The Scarecrow and His Servant" has familiar elements of plot and characterisation, from the perky and comical scarecrow himself, to the serendipitous journey he takes in the company of a small, hungry boy called Jack. Yet, the familiar is transformed by the engaging and unpredictable way in which the story unfolds. Sheer delight.

"Magical Children" brings together three short novels by Sally Gardner about children who have magical gifts—the strongest girl in the world, a boy who can fly and another who just happens to be invisible. Ms Gardner's strength lies in her ability to combine the extraordinary with the utterly unexceptional.

"Christopher Mouse: The Tale of a Small Traveller" is a wonderful first novel by William Wise for readers with growing confidence. It is about the adventures of a mouse who moves from family to family and after much travel and heartache, finds a happy home. The delight of this book is in the deft humour of the first-person storytelling.

Two novels not to be missed at the upper end of the age range are Linda Newbery's "At the Firefly Gate" and Shannon Hale's "Enna Burning". The first is about an unconfident urban boy, newly displaced to rural Suffolk, who makes strangely magical links across the generations. The second is a historical fantasy which circles around the mysteries of fire.

3. Eleven and above

Children's fiction for this age group has long been dominated by fantasy published in series. This season, two authors with an excellent record have new titles to their name, Herbie Brennan adds to his "Faerie Wars" series with a new book, "The Purple Emperor". In it, a son has the unenviable task of following in the footsteps of a father who has returned from the grave. Mr Brennan's manner is both brisk and amusing.

Paul Stewart and Chris Riddell have again collaborated on the latest novel—the seventh—in the “Edge Chronicles” series. “Freeglader” is set in foot-slogging, mist-choked Tolkien/Pratchett country. A young knight-librarian, Rook Barkwater, inches his way through peril, meeting ferocious birds, treacherous blowholes and bogs, and much else to keep him on his mettle.

Ursula Le Guin is a distinguished author of fantasies for older children. Her new novel, “Gifts”, feels rooted in the folk tales of some distant, mythic tribe. The intricate plot is plainly yet absorbingly written.

Frank Cottrell Boyce has written a delightful and quirky thriller, set in Ireland, just before the introduction of the euro. “Millions” is quite unlike anything else recently written for this age group. The narrator, Anthony Cunningham of Year Six, has a direct and beguiling voice: funny, odd and compulsively readable. This is a story about money—how it arrives out of the blue, and how it needs to be to spent, fast.

More poignant and inward-looking is “Private Peaceful”, a novel by Michael Morpurgo, Britain’s children’s laureate. A young private, trapped in the trenches during the first world war, reflects upon his peaceful rural childhood. The closer danger creeps, the more he faces backwards into the past to retrieve some sense of inner tranquility.

24. What should a good picture book for children not contain?

- (a) Quantum of words.
- (b) Images should not be blatant.
- (c) There should be a balance between words and images.
- (d) Difficult concepts.
- (e) All of above.

25. In Anu Stohner’s “Santa’s Littlest Helper”

- (a) There is a story on morality about strangeness.
- (b) There are horned monsters.
- (c) both a and b.
- (d) The words are spare and well chosen.
- (e) None.

26. Which of these books is not listed in the passage?

- I. “Gifts”

- II. “Privately Peaceful”
- III. “The Purple Emperor”

- (a) I.
- (b) II.
- (c) II & III.
- (d) I & II.
- (e) None.

27. According to the passage, which of the following books has humour?

- (a) “Christopher Mouse—The Tale of a Small Traveler”.
- (b) “Magical Children”.
- (c) “Gifts”.
- (d) At the Firefly gate.
- (e) Enna Burning.

28. Which of the following books has been set in a time just before the introduction of the euro?

- (a) Dark materials
- (b) Freeglader.
- (c) Private Peaceful.
- (d) Millions.
- (e) At the Firefly gate.

TEST 2

Passage 1

For something that was supposed to be the next global gold rush, the Internet sure seems disappointing. True, companies such as America’s Netscape Communications Corporation that sell the technology for setting up shop on Internet’s World Wide Web, are doing a land-office business and making immense paper fortunes in a bull market dazzled by the Web. But it’s damned hard to find any of the prospectors who use those tools actually hitting pay dirt by selling merchandise and information or running advertisements on the Internet.

The horror stories of money-losing Web ventures are everywhere, including high profile fumbles by some of the premier names in media and communications. The biggest losers so far have been US companies, mainly because they plunged in early with money to burn. But players large and small, are now following in Europe and Asia. They're likely to hit red ink as well. Take two US leaders, Time Warner and AT&T. Don Logan, the New York-based CEO of Time Inc., last year complained publicly that Pathfinder, Time's glitzy Web site, gives new definition to the term 'black hole'. Since then, Pathfinder has gotten new management, a facelift, and a plan to begin charging for some content. Now, Time Warner executives say the site will generate profits ahead of schedule.

Meanwhile, AT&T as part of an overhaul of its Web strategy, ended up killing an ambitious 'Health Site' before even finishing testing. MCI Communications Corporation's Internet shopping mall failed to lure tenants and is shuttered. No wonder the question being asked—ever more nervously by bankers, entrepreneurs, investors and corporate executives is: Can you make money on the Net? The answer is yes, but not a lot of it yet. The number of losers still exceeds the number of money makers by more than 2 to 1. But it turns out that while the corporate giants have been thrashing around noisily in cyberspace, showing how not to make money on the Net, scores of entrepreneurs have been quietly tinkering, creating new business models for retailing, marketing, publishing and advertising that work for them and could perhaps point the way to an Internet payoff. This first wave of profitable companies is proving that electronic commerce can work, that you can sell ads on the Web, and that at least sometimes, people will pay for online information. "Companies that are offering a unique business proposition on the Web can and will be successful," says San Francisco analyst Betty Lyter of Montgomery Securities.

One example is American jazz fan, Jason Olim. Frustrated by skimpy selections in music shops, he came up with the idea of a cyber store that could offer every jazz album made in the US and 20,000 imports. The beauty of it: no brick-and-mortar costs and no inventory. Shoppers place their orders with CDnow, which, in turn, contacts distributors. Most discs are delivered to the customer's door in 24 hours. Add in advertising revenues, and CDnow expects to hit \$6 million in sales in 1997, triple last

year's revenue, with 18% operating margins. Says Jason Olim: 'We're dancing as fast as we can'.

In California, Peter Ellis was nearly wiped out by the deep recession of the early 1990s. He lost \$15 million, when he was forced to sell off or close 16 auto dealerships. But last January, he was back in business on the Net. Auto-By-Tel, his new company, makes money by selling sales leads to auto dealers across America. For a monthly subscription fee of \$250 to \$1500, dealers get the names of Web surfers who have checked in at Auto-By-Tel and decided to buy at the listed "no-haggle" price. Some 1400 dealers use the system, and at the current growth rate, Ellis says he will return a profit of \$6.5 million of revenues this year. "This thing is on fire", he says.

In Silicon Valley, veteran entrepreneur Jerry Kaplan thinks he has the right formula this time. His previous startup, a maker of handwriting recognition software called Go, went south in early 1994. In July, he launched ONSALE, an on-line computer auction. For a growing audience of computer-savvy consumers, bidding in the twice-weekly sale has become a ritual: part bargain hunting, part entertainment. By August, each auction was bringing in an average \$445000, putting the company on an annual run rate of \$45 million. What's more, ONSALE, with 10 to 20% gross profit margins, has been profitable since January.

Olim, Ellis, and Kaplan are not the only "Netpreneurs" who are making it big on the Web. In a June survey of 1100 US Web-based businesses, conducted by market researcher ActiveMedia, 31% claimed to be profitable, with 28% more saying that they will be in the next 12 to 24 months. Those surveyed accounted for \$130 million in Web revenues in June alone. And this only reflects the average company on Net rather than the large companies, which are not included.

1. Active media is a firm _____
 - (a) in the business of Internet service.
 - (b) using Internet extensively.
 - (c) involved in marketing research.
 - (d) A web marketing firm.
 - (e) None of these.
2. Auto-by-Tel is in the business of _____

- (a) selling auto spares.
 - (b) selling automobiles at the 'no-haggle' prices.
 - (c) selling addresses of people who are interested in buying an automobile.
 - (d) selling addresses of those who have surfed the service on Net.
 - (e) Selling cars on telephone.
3. The term 'Netpreneurs' has been used to address _____
- (a) individuals who have an access to the Internet.
 - (b) entrepreneurs who take assistance from the Net for locating a supplier.
 - (c) entrepreneurs who use the Net for their business advantage.
 - (d) Entrepreneurs who run net businesses.
 - (e) None of these.
4. To be successful on the net, you need to _____
- (a) be a successful businessman.
 - (b) offer a unique business proposition.
 - (c) have massive funds.
 - (d) be renowned in the field.
 - (e) Have an internet sales model.
5. Which of these sentences is true, according to the passage?
- (a) Netscape, completely robbed off, was back in the business on the net.
 - (b) Peter Ellis, completely robbed off, was back in business on the net.
 - (c) Even average companies are making huge money in business through net.
 - (d) All of the above.
 - (e) None of the above.
6. According to the passage, the MCI was looking for _____
- (a) shoppers.
 - (b) electronic tenants.
 - (c) physical tenants.

- (d) Customers.
 - (e) None of these.
7. Which of the following sentences is incorrect, according to the passage?
- (a) Recession of the early 90s caused severe economic damages around the world.
 - (b) Pathfinder's management got an upstart with the new definition of the term 'black hole'.
 - (c) There is a sort of cacophony on the net because of the presence of a notion how to make money through the Internet.
 - (d) There are netpreneurs apart from Olim, Ellis and Kaplan.
 - (e) None of these.

Passage 2

Proton and Daewoo bid for Lotus and after a fierce battle, Proton bought Lotus, lock, stock, and sports cars for a total of \$51 million. Why? Stop before you dismiss this as an irrelevant question and turn to the next story. The answer could have a link with India's much-won muddle at its largest car-maker, Maruti Udyog Limited (MUL). To understand why, you need to know about Proton and what Lotus means to it. Proton is Malaysia's number one car manufacturer, and it has announced an all-new product range that will be on the road by the turn of the millennium. Proton was set up by the government of Malaysia, in cooperation with Japan's Mitsubishi. The first Proton, fitted with the most modern Japanese technology, rolled off the production line in 1985, a year after MUL rolled out its first car. At present, its production capacity is over 180,000 vehicles, whereas MUL is nearly 300,000.

By 2000, Proton plans to increase production to over 400,000 cars a year. In just two years after the first Proton rolled out, the company started exports. Proton now exports to 32 countries, has sold over 80,000 cars in the UK and is easily one of the most successful importers there. Impressive? Yes. But can Proton sustain the growth? And whatever happened to Mitsubishi, the Japanese partner? The most important difference between Proton and MUL is that while the government of Malaysia wanted to build a national

car and was ready to support it for as long as it was needed, MUL was the creation of a lobby of politicians. But first, let us concentrate on what the government of Malaysia did to ensure Proton's future. To start with, the Japanese never had more than 30 per cent stake in the company. Instead, the Malaysian government, which held the majority stake through a company called Hicon Holdings, was always ready to pay the Japanese any royalties they wanted. Mitsubishi began losing interest and now holds only a marginal stake.

But last year, Proton got a new owner. The 50-year old Tan Sri Yahaya Ahamad is the son of a forestry official who trained at Loughborough University as an automotive engineer, then returned to Malaysia to sell cars. He went from one success to another, and when the Malaysian government decided to sell the state owned Hicon Holdings, Yahaya was its man. He is now one of the biggest players in the rapidly growing Malaysian economy. A true technocrat, he saw no growth for Proton unless investments were made in research and development. The timing was perfect. Lotus, the legendary sports car maker and research firm that designs everything from Olympic medal winning cycles to Corvette engines, was up for sale.

It would take Yahaya and Proton lots of money to buy Lotus—in fact, fully double of what the previous owner Romano “Silver Fox” Artioli paid General Motors for the ailing firm just a few years ago. Too much was at stake for Artioli and with bailiffs knocking at the door, he was willing to part with 80 per cent of Lotus. The seeming simplicity of the deal may have had something to do with the size of the offer. For a company grappling with terminal cash-flow problems, an offer for 80 per cent amounting to roughly double the company's value three years earlier, was irresistible. Yahaya guaranteed Artioli a seat on the board of the new Lotus, committed himself to doubling the production of the Elise sports car, and expanding the contract engineering business.

The last was actually Yahaya's trump card. And now that Mitsubishi link was weakening every day, Proton needed all the services Lotus could offer. And Yahaya would try to maximize every penny of the \$80 million that he had spent acquiring that controlling stake. A glimpse of things to come was seen at the Frankfurt International Auto Show '97, where Proton launched the stylish 1800cc coupe, combining high performance, responsive handling

and lavish standard specifications. The concept is to explore the market developed by the South Korean giants by playing their own value-for-money game. So Proton, a former government owned company is emerging as a credible player on the competitive global car market. There are lessons in this for MUL. The problem with MUL was that the desire to make a national car came from the ruling Congress party. It wanted to pay homage to Sanjay Gandhi whose dream was an affordable automobile for the masses and one that was built in India. And those who worked feverishly to achieve that can be proud because MUL does make an affordable quality automobile in large volumes in India. But once the company was created, the need to protect it became so paramount that competition was not on the agenda in the start up period. To Suzuki, the partner, this was something new. Financially speaking, no partner can be better than a government and whatever difficulties Suzuki had to face were erased easily by government sops. So what started for Suzuki as a minor overseas operation, soon became its largest car plant outside Hamamatsu. And India became a good money earner for Suzuki outside Japan, with 74.6 per cent of its global profits coming in from the Rs. 800 crore profit made by MUL in 1996–97.

The Maruti 800 became the benchmark car in India and a shooting yen prevented MUL from swapping the model from Alto nee Zen, the same car made an entry in India as a classier hatchback and a replacement market car. And the 800 cc continued to reign supreme. Credit must go to MUL and Suzuki for indigenising the car and making it one of the cheapest in the world—it retails well under US \$10000 mark. But Suzuki fast became complacent and with the stake of the company raised to 50 per cent from a mere 26 per cent in 1992, it became ever more so. Nowhere in all this did the government think of setting up an R&D wing big enough to develop newer designs or at least revamps, without going to Hamamatsu. To be fair, Suzuki never voiced the need for an in-house MUL R&D.

8. Which of the following sentences is correct, according to the passage?
- (a) Lotus was taken over by Proton so as to be able to offer a new product range.
 - (b) Lotus was taken over by Proton for increasing its cash balance.
 - (c) Lotus was taken over by Proton for contract engineering expertise.

- (d) (a) & (b) both.
 - (e) a, b & c.
9. Which of the following statements is correct, according to the passage?
- (a) Hicon Holdings was a Malaysian Government owned company.
 - (b) Maruti Udyog Ltd. belongs to the joint sector.
 - (c) Proton is an internationally competitive company today.
 - (d) a & b.
 - (e) None of these.
10. As per the passage, Maruti Udyog Ltd. has been successful because:
- (a) It was created by a lobby of politicians.
 - (b) It had the protection of government regulations.
 - (c) It catered to 70% of the Indian market.
 - (d) It created a national car for the requirements of the common Indian.
 - (e) It was technologically superior than its competitors.
11. As projected by the passage, the MUL has nurtured the interest of_____
- (a) Indian polity
 - (b) Indian economy
 - (c) Suzuki's profits
 - (d) India's growth story
 - (e) None of these
12. The major difference between the Proton and MUL has been
- (a) the political backing.
 - (b) the Japanese Collaboration.
 - (c) the emphasis on R&D efforts.
 - (d) The use of technology.
 - (e) None of the above.
13. Which of the following sentences is incorrect, according to the passage?

- (a) The realization of Maruti cars in India is in consonance with the dream of the late Sanjay Gandhi who desired to have an affordable automobile for the masses.
- (b) The contribution of Suzuki Motors towards indigenising the car is noteworthy.
- (c) A high performance & efficient 1800 cc coupe was launched to explore the South Korean market.
- (d) The Maruti 800 became the benchmark car in India.
- (e) None of the above.

Passage 3

Sheepish scientists now admit that the first and most famous cloned animal, Dolly, is probably growing old before her time. It is reported that Dolly suffers from arthritis in one of her hind legs. Created from a cell taken from an adult ewe's mammary glands by Ian Wilmut and his team of scientists at the Roslin Institute in Scotland five years ago, Dolly created ripples in frontier biotech research. Hundreds of such cloned animal fetuses created before Dolly were found to be either abnormal or incapable of survival or both. Now, sceptics point out that Dolly's arthritis at so young an age is proof of the untenability of the cloning technique itself. In Dolly's case, they say, the issue at hand is premature ageing; in others, however, the consequences could be much more complicated and serious. Anti-cloning activists are quick to point out that the dangers of serious side-effects would be similar in human clones—making the entire technology highly questionable. Dolly's limping back into the limelight has opened up a fresh debate on the pros and cons of using cloning techniques to create new embryos, stem lines and tissues, whether animal or human. "The cloning process still has some problems producing a true copy of donor animals", admits a Japanese scientist based in Tokyo. He also concedes that the animals might indeed develop health problems in the future.

Dolly's creator, however, is optimistic. According to him, only systematic studies could help us overcome all these difficulties as there is no way of knowing whether Dolly's arthritis is due to cloning, or whether it is an unrelated occurrence. Scientists say that it is unusual but not unknown for a five-and-a-half year-old sheep to develop arthritis. "It should keep a lot of

us in business for a long time,” he says. Dr. Wilmut had earlier come out strongly against extending cloning to human embryos, as he felt that the nascent technique ought to be perfected and understood in animals before being extended to humans. Dolly’s premature ageing, however, was not entirely unexpected as it was revealed—soon after her birth—that she had very short telomeres for a newborn. Produced during embryonic development, telomeres are the nubs that cap the ends of chromosomes rather like shoe-lace ends. As the cells mature and divide with growth, the telomeres crumble and eventually, when the erosion is complete, the cell dies. Dolly’s shortened telomeres are attributed to the fact that she was made using genetic material taken from a six-year-old ewe, making her technically as old as her ‘Mom’. As such, Dolly’s ageing should not be taken as a representative example of how cloning technology can go wrong. The case should be treated as pointer to the complexities involved and could provide guidance for the future. The therapeutic value of cloning to create stem cells and tissues to treat terminally ill patients is too important to be dismissed summarily. An independent assessment of the long-term health of cloned animals worldwide would be a step in the direction towards greater understanding of the effects of the new technology.

14. Which of the following statements about Dolly is correct?
 - (a) The cell taken from the ewe’s mammary gland in Scotland created ripples, as the famous clone Dolly was born.
 - (b) Dolly’s body being prone to disease attests the unfeasibility of the cloning technique.
 - (c) Premature aging could be the factor causing Dolly’s abnormalities.
 - (d) Dolly’s arthritis is a proof of the fact that cloning is untenable.
 - (e) All of these.
15. Which of the following sentences matches with the opinion of the scientist about the newly cloned sheep?
 - (a) The cloning process is completely impeccable.
 - (b) The cloning process has got many side effects.
 - (c) Medical science failed to detail any clarification with respect to the abnormalities besetting Dolly.
 - (d) The cloning process is still not impeccable.

- (e) None of these.
- 16. Which of these sentences relates to the opinion of Dr. Wilmut?
 - (a) Dolly's premature ageing was revealed after a long time after its birth.
 - (b) Cloning has to be first perfected in animals before being extended to human beings.
 - (c) Dolly's premature ageing was due to short telomeres.
 - (d) b & c both.
 - (e) None of these.
- 17. With of which of these subjects is the passage related?
 - (a) Science.
 - (b) Zoology.
 - (c) Genetics.
 - (d) Medicine.
 - (e) Social & Medical effects of cloning.

Passage 4

A new US study has warned that adolescents who take performance enhancing anabolic steroids are more likely to have adverse neural and behavioural consequences, like aggression and moodiness because of the steroids affect on the underdeveloped brain and the nervous system. The study, by Northeastern University in the US, centred around a brain chemical called serotonin, which is linked to mood. Lower levels of serotonin are associated with depression and aggression. For the study, experiments were carried out on a strain of Syrian hamsters. This breed has similar neurological circuitry to humans, so experts felt it might be a good model for humans in this respect. The hamsters were given a high dose of anabolic steroids over the course of a month—which corresponded to five years, repeated dosage in humans. The researchers found that the hamsters were more aggressive than those not given steroids and these aggressive tendencies were mellowed if Prozac—a drug which boosts serotonin “uptake”—was given. However, subsequent analysis showed significantly lower than normal serotonin levels in the neural connections of the hamster's brains. This suggests there may be a longer-term effect of taking

steroids while the brain is still developing. Professor Richard Melloni, who helped run the study, was quoted as saying by BBC: "We know testosterone or steroids affect the development of serotonin nerve cells, which, in turn, decreases serotonin availability in the brain. The serotonin neural system is developing during adolescence and the use of anabolic steroids during this critical period appears to have immediate neural and behavioural consequences."

18. Why do adolescents develop neural disorders?
 - (a) The effect of steroids hampers the growth of the brain.
 - (b) Prozac, if taken in excess by adolescents, makes them aggressive.
 - (c) Due to a decrease in the level of serotonin in the blood.
 - (d) Steroids effect the under developed brain more.
 - (e) None of these.
19. Which of the following sentences is true, according to the passage?
 - (a) Adolescents are more likely to have neural and behavioral disorders.
 - (b) Depression and aggression are caused by a lower intake of serotonin.
 - (c) Those taking steroids are likely to face long-term neural and behavioral implications.
 - (d) Higher serotonin intake is good for brain function.
 - (e) None of these.
20. The drug that boosts serotonin uptake is _____.
 - (a) Prozac.
 - (b) Melanin.
 - (c) Erythrocytes.
 - (d) Penicillin.
 - (e) None of these.
21. Upon which breed of mammals were the experiments carried out?
 - (a) Sicilian gangsters.
 - (b) Italian hamsters.
 - (c) Syrian hamsters.
 - (d) Adolescents.
 - (e) None of these.

22. The thrust area of the research mentioned in the passage was _____.
- (a) The effect of serotonin on the human brain.
 - (b) The effect of high doses of anabolic steroids.
 - (c) The immediate neural & behavioral consequences of the use of anabolic steroids.
 - (d) The development of the serotonin nerve cells.
 - (e) All of the above.
23. Why were Syrian hamsters considered for the experiments?
- (a) They were similar to humans in their metabolic function.
 - (b) They were easily available.
 - (c) They have a similar neurological circuitry as Human beings.
 - (d) The effect of steroids on them is similar as on human beings.
 - (e) a, c & d.
24. The passage could be best described as
- (a) Curative.
 - (b) Scientific.
 - (c) Instructive
 - (d) Suggestive.
 - (e) Speculative.

TEST 3

Passage 1

No Less a person than Mr. N. Vittal, Central Vigilance Commissioner, has observed about this book as follows: “Mr. K. L. Malhotra who had worked in the Central Vigilance Commission has rendered an immense service to all those connected with the administration of vigilance in Government Organisations”.

As observed by the author in his introduction “one of the main functions of the state is maintenance of law and order, right of equality before law and to prevent abuse of power given by law and ensuring correct application of law. This can be ensured by watchfulness, caution and vigilance. As such,

the Central Government has enacted a number of laws dealing with corruption and has also constituted the central vigilance commission.”

Quoting Kautilya, the author says: “Just as a fish moving deep under water cannot be possibly found out either as drinking or not drinking water, so, government servants employed in government work may not be found out while taking the money for themselves. It is possible to ascertain the movement of birds flying high up in the sky but it is not possible to ascertain the movement of government servants or their hidden purposes. Kautilya, in his *Arthashastra*, further says just as it is impossible not to taste a drop of honey or poison that is placed at the tip of the tongue, so it is rather impossible for the government servant not to eat up at least a bit of the king’s revenue.”

The introductory paragraph gives out not only the facets of corruption but also the facets of vigilance. It also deals with the functions and powers of the Central Vigilance Commission, constituted by a recent Ordinance passed by the Government of India. The author takes us through the Central Vigilance Commission Ordinance 1999, its constitution, working, function and other features. According to the author, vigilance means watchfulness or to bring awareness. It is an integral part of all government institutions.

The consultation with the commission, according to the author, ensures that a public servant who is guilty will not escape punishment and no innocent public servant will be punished. It provides independent and unbiased advice after making the proper assessment of the cases. Also, the functions of the commission are purely advisory. Final decision as to whether advice should be accepted or not rests with the competent authority. However, whenever there is any departure from the commission’s advice, the reasons for doing so should be promptly intimated to the commission. The proceedings will be reflected in the annual report of the commission.

Cases will be referred to the commission at the level of the CVO, who is normally of the status of deputy secretary and above in respect of ministries and departments. The author, by giving out the full details of the functions of the commission, has helped the staff of the government commission attorneys and lay public.

Normally, according to the author, the commission’s advice is required in all matters having a vigilance angle in which a public servant of the Central

Government or the administration of a Union Territory or an employee of a public sector undertaking or a nationalised bank or an autonomous body or a registered society is involved. The author has categorised what is vigilance angle.

The role of the CVO has been succinctly explained. He is accountable to the secretary of the department and high-level officers of other institutions covered by the Act. As prevention is better than cure, the commission has the power to call for reports, returns and statements from all ministerial departments, institutions categorised in the ordinance and the commission advises the ministry, based upon exigencies and circumstances. Lot of paper work is involved in maintaining registers as listed by the author.

The second chapter and chapter 24 of the book deal with the institution that has become very famous, indispensable and much sought after. When and how the CBI was set up, its composition, its powers and jurisdiction, are explained threadbare. Discussions on the above aspects reveal the deep study and pains taken by the author in disclosing to the readers the importance of the CBI. The features of the Prevention of Corruption Act have been furnished in this chapter. The strength, functions, jurisdiction and achievements of the chief technical examiners' organisation and that of the chief vigilance officers, including their role and other aspects are given in chapter four. The chief vigilance officers are the eyes and ears of the Central Vigilance Commission. In fact, a CVO is an extended arm of the commission, says the author.

Supported by case laws, he gives a clear picture of as to what constitutes misconduct in chapter five. An exhaustive list is there. Further, in the chapter captioned "Conduct rules—a comparative study," he again deals with misconduct where cases of moral turpitude, sexual harassment, demonstration of strikes, criticisms of the government, gifts and acceptance of dowry are discussed in detail. Comparative study of misconduct by employees in government service, public sector institutions and banks, all about complaints, investigations, investigation techniques and disposals of complaints can be found in chapters six, seven and eight.

Delays in disposals of files are everywhere. How the delay occurs in this field and what dilatory tactics are adopted makes interesting reading. "Suspension" is an administrative action. It is not a recognised penalty but

it leaves a deep stigma on the government servant's entire service career, even though he may be exonerated afterwards. "No show cause notice is necessary to make a speaking order" so observed the Supreme Court in a case. A separate chapter has been assigned to explain how the CBI works to catch corrupt officials by laying traps. This chapter, apart from being interesting, is instructive to the staff of the persons involved in investigation of crimes. A separate chapter dealing with white-collar crimes discloses that it is the educated who commit more crimes in ingenuous manner. I will be failing in my duty if I do not refer to a case referred to by author. "Once a senior officer was approached by a contractor to show favour in the award of a particular contract, in his favour, on consideration. His P.A. had shown the file to the contractor where the officer had written 'approved'. The contractor was pleased that the work was got done with the fraction of the 'settled amount.' The officer did not release the file, as the settled amount had not been paid. He called back the file and recorded 'not approved'. The contractor again approached the officer with the plea that he had gone out of station, due to the death of his mother-in-law. When the amount was paid, he (the officer) added one 'e', 'Note approved'. When that note sheet was tested in CSFL it could be easily proved that 'Not' was added afterwards, and 'e' was entered subsequently, by ultra violet rays".

Chapters 27 to 33 are additions to this edition of this book. Features of the Information Technology Act are given in chapter 28, which gives full details of cyber fraud and abuse. He says "Cyber space is regarded as lawless Wild West for investment swindlers." Instances of certain crimes are given.

The next chapter, "Computer fraud prevention and detection and Internet fraud—how to avoid Internet scam" is very important which no reader can miss. Days are not far off as cyber crime will be the prime crime in our country. There are 103 appendices as against 65 in the previous edition. Though the author has captioned the book as "Facets of vigilance — prevention to prosecution", it is an exhaustive study of the subject.

1. According to the passage, government servants are
 - I. fishes and birds.
 - II. fish and poison.
 - III. birds and poison.

- (a) Only I is correct.
- (b) Only II is correct.
- (c) Only III is correct.
- (d) None is correct.
- (e) I & III are correct.

2. According to the author, vigilance is the duty of _____ .

- (a) the Central Vigilance Commission.
- (b) the central government.
- (c) the central government and all state governments.
- (d) all government institutions.
- (e) All government institutions & the public at large.

3. It can be inferred from the passage that

- (a) it is not impossible to predict the true character of government servants.
- (b) the author doesn't believe that government servants are not corrupt.
- (c) government servants eat up a large share of government revenues.
- (d) the behaviour of government servants are similar to the behaviour of birds.
- (e) Corruption is an integral part of governance.

4. According to the passage, all of the following are not true, except:

- (a) CVC can punish public servants who are guilty.
- (b) The discretion of accepting or rejecting the recommendations of the CVC lies with the government.
- (c) In certain circumstances, CVC's advice is binding for the government.
- (d) The government cannot take action on its own, against a government servant who is guilty.
- (e) None of these.

5. According to the passage, the term "the institution" refers to

- I. CVC
- II. CVO

III. CBI

- (a) Both (I) and (II).
- (b) Only (I).
- (c) Only (III).
- (d) Only (II).
- (e) (I), (II) and (III).

Passage 2

AMONG the several citrus fruits, acid lime is one of the most prolific yielder, and this crop can be profitably grown in the tropical plains and hillslopes with scant water resources. It comes up well in sandy loam rich in organic residues and endowed with adequate drainage. Good quality grafts are ideal for raising a healthy and productive lime garden. The grafts yield true-to-parent plants of high yielding potential, and are early bearers. They also bear big fruits all through the year. However, the longevity of the grafts is less as compared with the trees developed from the seeds, according to experts. Seeds extracted from healthy fruits from proven mother plants will develop into robust plants with longer life. The main field should be thoroughly tilled, and ripe farmyard manure should be incorporated well with the final ploughing and land levelling. Green manuring will also help in increasing the soil's organic matter content, and in improving the soil structure.

A spacing of 6 m by 6 m is recommended for raising acid lime plantation. Pits of 90 cm by 90 cm are to be dug, and filled up with adequate quantities of vermi-compost, coir-pith compost and small amounts of powdered neem cake and bio fertilizers. About 250 plants can be accommodated in a hectare. Regular irrigation is essential in the early stages of crop establishment. Drip irrigation, pitcher irrigation and micro-sprinklers have been found to give good results, besides saving considerable quantities of water and energy.

In the initial months after planting, sufficient shade should be provided to protect the tender seedlings and grafts from harsh sun. Planting Sesbania (agathi) around the young plants will be effective in ensuring the required shade, besides enriching the soil. Several annual crops such as pulses and vegetables, can be raised as intercrops in the initial years. The plants should

be trained to grow vertically by discouraging the lateral shoots and other growths. Regular pruning to get the desired dome-shape should be done when the plants are still young.

The field should be kept free of weed and other unwanted vegetation. Regular manuring should be done twice annually. The nutrients mostly organic in nature, should be incorporated at the base of the plants, and watered immediately.

The plants particularly respond well to liberal application of organic amendments. The micro-nutrient deficiencies will not be noticed in acid lime plantations raised with rich organic nutrients. Plant protection is an important aspect in acid lime cultivation. The plants should be sprayed with cow's urine, vermi-wash and other botanical insecticides to ward off leaf-munching caterpillars and other sucking and chewing pests.

Need-based application after monitoring the field for pest incidence will be rewarding. Spraying should be taken up at an interval of ten days, and it will also improve the fruit setting and fruit development. The plants will establish well and start yielding from the second year of planting. Though the fruits can be had all round the year, some major flushes can be harvested in December–January and July–August seasons.

A well nurtured grown-up tree can yield as high as 3000 fruits a year. The profit for the growers depends on the season and the prevailing market rate. With an average price of Rs. 0.35 a fruit, a farmer can realize about Rs. 2.5 lakhs from a hectare of a healthy and well-tended acid lime garden.

6. It can be inferred from the passage that
 - I. The quality and size of fruits depend upon the longevity of the plants.
 - II. The yield of grafts is less as compared to the trees developed from the seeds.
 - III. There is not much of a difference between grafts and the trees developed from the seeds, except in life.
- (a) (I) and (II)
- (b) Only (II)
- (c) Only (III)
- (d) Only (I)

- (e) (I), (II) and (III).
7. For a good growth of acid-lime crop, all of the following are essential except,
- (a) rich residues of organic nutrients;
 - (b) good irrigation with adequate drainage;
 - (c) water-logged tropical plains;
 - (d) hill slopes with poor water resources.
 - (e) None of these.
8. The author of the passage could be
- (a) a farmer.
 - (b) an agricultural expert.
 - (c) an agricultural activist.
 - (d) an analyst.
 - (e) An environmentalist.
9. Which of the following is necessary for the nascent crop?
- (a) sufficient shade.
 - (b) regular irrigation.
 - (c) regular manuring and application of organic nutrients.
 - (d) Sufficient sunlight.
 - (e) Both (a) and (b).
10. The most appropriate insecticide for acid-lime crop is
- (a) vermi-compost.
 - (b) powdered neem.
 - (c) cow's urine.
 - (d) organic residue.
 - (e) Cow dung.

Passage 3

Mohammed Akber Ali and Shrikanth Sriram, the London duo known as Badmarsh & Shri, don't do scenes. They figured that out soon after the release of their first CD, Dancing Drums, in 1998. The duo was waiting to play at a London night spot packed with would-be hipsters desperate to get

a hit of a new music genre—dubbed “Asian underground” but often consisting of little more than DJs sampling Indian folk music over drum-‘n’-bass beats—that was then the rage in U.K. clubs. “There was a band on before us,” Sriram remembers. “And a couple of Asian guys came on with sitars. They didn’t even know how to hold them. They twanged one note, and the crowd goes, ‘Yeah, this is Asian underground.’”

After two notes, they put down the sitars and out came the rock guitars.” To Sriram, a 32-year-old Bombay native who grew up surrounded by classical Indian music, it was too much to bear. “I thought, this doesn’t make any sense,” he says. “I’m not a part of this movement. The further we stay away from it the better.”

They made the right choice. Since distancing themselves from the manufactured sounds and styles of London’s Asian club scene, the duo has created its own, highly original kind of music. It’s a sonic masala of traditional tablas, sitars, flutes and strings stirred together with just about every spice in the Western pop pantry, including drum ‘n’ bass, garage, funk and reggae. All the elements are on display on *Signs* (Outcaste), their thrilling second CD. “This music works as well in Norway as it does in London or New York,” Sriram says. “People like to get their heads blown apart.” Says Ali: “We’re not making music in a particular genre for a particular group.”

In that sense, Badmarsh & Shri belongs to a generation of young British-Asian acts, from Nitin Sawhney to Cornershop, who have emerged from the ethnic underground to make music that bends—and transcends—traditional pop categories. South Asian culture suffuses almost every facet of modern British life: Bollywood movies outdraw West End musicals, and curry is the national cuisine. Now, with the novelty of the “Asian underground” fading, Asian musicians are demanding recognition as mainstream British artists with global appeal. Talvin Singh, the critically acclaimed London-based DJ and tabla virtuoso, says British-Asian pop “is the music of today. Whether it’s underground or overground, it’s creating a new spirit and science of making music.”

Badmarsh & Shri are an unlikely team: the Yemeni-Indian Ali, 34, grew up in East London listening to black dance music before becoming a DJ; Sriram, who moved to London from India in 1997, plays bass and has tastes

that range from Rush to Herbie Hancock. After meeting in 1998, they decided to record together—Ali spinning and mixing, Sriram laying down bass lines and melodies—and within a month they had finished *Dancing Drums*. “Shri became my human sampler,” Ali says. “Instead of sampling from vinyl, I sampled from him.”

Signs closes with Badmarsh & Shri’s sparest song to date: *Appa*, which features Sriram’s father, T.S. Sriram, playing a delicate sitar raga, backed by the Strings of Bombay. Sriram included the song on the album not only as a homage to his father but also as a retort to those pretenders—the guys who couldn’t hold their sitars properly—who once populated the so-called Asian underground. “I thought I’d show people what real sitar can sound like,” he says. “Even my father says he never knew he could sound that good.”

11. According to the passage, what does “Asian Underground” stand for?
 - (a) Indian folk music.
 - (b) A music group formed by Asians.
 - (c) A band.
 - (d) A type of music.
 - (e) An Indian curry.
12. According to the passage, the appeal of Sriram’s music seems
 - (a) universal.
 - (b) limited.
 - (c) selective.
 - (d) localized.
 - (e) limited to the Asian British.
13. According to the passage, which of the following is true?
 - (a) The duo has created a totally original kind of music.
 - (b) The duo has totally abandoned the manufactured sounds.
 - (c) The new music is totally devoid of any traces of Indian folk music.
 - (d) The current trend in music is a mixture of two kinds of music.
 - (e) The new music is liked only by Asians.

14. According to the passage, the duo Badmarsh and Shri can be said to be
- (a) totally compatible to each other.
 - (b) totally incompatible to each other.
 - (c) a totally unlikely combination.
 - (d) a successful pair.
 - (e) An eccentric couple.
15. It can be inferred from the passage that
- (a) British culture no more influences the modern British life.
 - (b) British culture is now less influential than the Asian culture.
 - (c) South Asian culture has now defeated British culture on its own soil.
 - (d) South Asian culture is becoming more and more a part of the British society.
 - (e) Both b & d.

Passage 4

Room 46 in the West Bengal legislative assembly complex is called the 'Bejoy Kumar Banerjee Hall.' Few would recognise his name today but for 38 years he made the headlines in every Indian newspaper. What he said and did in 1967 are relevant to the events of today.

The West Bengal of 1967 presented as confused a picture as the Goa, Jharkhand, and Bihar of today, no party having won a clear majority in the assembly election. Ajoy Kumar Mukherjee, leader of a group of Congress defectors, joined hands with the Marxists to form the United Front. The coalition ministry was involved in a running battle with Governor Dharam Vira from the first. It did not last very long, the exasperated governor kicking out the United Front to install the Progressive Democratic Alliance that was led by Dr P C Ghosh.

It was at this point that Speaker Bejoy Kumar Banerjee entered the picture. The Speaker refused to recognise the new regime, ruling it was the exclusive power of the House to make and unmake ministries. Efforts to do so behind the back of the assembly were, he declared, unconstitutional and invalid. The P C Ghosh ministry threw in the towel, there was a bout of

President's Rule, and the Ajoy Mukherjee-led United Front returned in 1969.

Many think that politicians should be barred from becoming governors. It may interest them to know that Dharam Vira was no politician, he had been one of India's most distinguished civil servants, efficient and incorruptible. He was genuinely concerned about the deteriorating situation in West Bengal; the Ajoy Mukherjee ministry was so spectacularly incompetent that the chief minister once sat on a *dharna* outside Writers Building against his own government! But the Speaker was equally correct in upholding the authority of the assembly.

Both Dharam Vira and Bejoy Kumar Banerjee could legitimately claim that they were working in West Bengal's best interests. Nobody would buy that excuse from Governor S C Jamir, the former Speaker Vishwas Satarkar, and Speaker Pro-tem Francisco Sardinha. Does anyone think S C Jamir had no role to play in the fall of the BJP-led Manohar Parikkar ministry? Speaker Satarkar sought to counter this by disqualifying an MLA just before a crucial vote in the assembly.

Finally, Speaker Pro-tem Sardinha stretched the powers of his post to the limit by ordering the ouster of an MLA from the BJP side.

The sad part is that it was actually politics as usual up to the point where Francisco Sardinha entered. S C Jamir is scarcely the first governor to be partial to one party. There are even precedents of a Speaker playing fast and loose with the rules. (The governor would have been justified in recommending President's Rule after Satarkar's timely disqualification of the pro- Congress Philip Neri Rodrigues.) But what the Speaker Pro-tem did was in a class of its own. It opened the door to manipulation on a different scale.

Every assembly—even the Lok Sabha come to that—starts proceedings with a Speaker Pro-tem being nominated. That nomination is the gift of the executive wing, not of the legislature. Imagine what might happen if other Speakers Pro-tem follow Sardinha to disqualify 'inconvenient' members. You could face a situation where an electoral verdict is overthrown before all the legislators have time to read the oath.

A governor serves at the pleasure of the President. A Speaker is elected by the legislature over which he presides, and he may be removed by its

members. But who is to check abuse of power by a Speaker Pro-tem? Sitaram Yechury says the Left disapproves of all legislative problems being dumped into the judiciary's lap. In principle he is correct, but who else can lay down the law to prevent the disgusting antics we saw in Goa?

The Supreme Court stepped in to tell Governor Syed Sibtey Razi that it was setting a date for the vote of confidence in the Jharkhand assembly. It told 'Chief Minister' Soren that he could not have one of his pets sitting there as a nominated Anglo-Indian member. I pray that it also lays down broad guidelines on the powers of a Speaker Pro-tem.

But what of those Speakers, properly elected and not serving pro-tem, who act as tools of the executive wing? The position of a Speaker was spelt out on January 4, 1642 when King Charles I came in person to arrest five MPs from the House of Commons. Not finding them, he asked the Speaker where they were. William Lenthall, famously replied, 'I have neither eyes to see nor tongue to speak in this place but as this House is pleased to direct me, whose servant I am here.' Speaker Bejoy Kumar Banerjee was a man cast in the same iron mould; others, I am afraid, have been far more accommodating to the executive branch.

I recall something Dr Ambedkar said long ago. After pointing several perceived flaws in the Constitution, his interlocutor asked Babasaheb how long such a body of laws could last. He replied soberly, 'Good men can make even bad laws work to the common benefit, but bad men will abuse even the best Constitution.' In the ultimate analysis, it is for us voters to see that only the best people get elected. If we are swayed by prejudice, then let us resign ourselves to more Satarkars and Sardinhas.

16. Governor Dharmavira was_____

- (a) prejudiced with the existing government.
- (b) trying to save the interest of West Bengal.
- (c) against the then speaker Bijoy Kumar Banerjee.
- (d) trying to gain political favours.
- (e) a shrewd politician.

17. Who had to sit on a Dharna outside Writer's Building against his own government?

- (a) Bijoy Kumar Banerjee

- (b) Dr. P.C. Ghosh
 - (c) Ajoy Kumar Mukherjee
 - (d) Vishwas Satarkar
 - (e) None of these.
18. According to the passage which of the following is correct?
- (a) The P.C. Ghosh ministry was inefficient right from the start.
 - (b) The left approves of all powers being held by the judiciary.
 - (c) Dharam Vira had worked for the interest of his political bosses.
 - (d) The Supreme Court has given directives about all speakers Pro-tem.
 - (e) S.C. Jamir is not the first governor to be partial towards a particular political party.
19. The ultimate fate of Indian Democracy is in the hands of_____
- (a) the speaker of Lok Sabha.
 - (b) the president of India.
 - (c) we, the people of India.
 - (d) the Supreme Court of India.
 - (e) The politicians & the bureaucrats.
20. The style of working of William Lanthall of the house of Commons was similar to the style of which of the following Indian politicians?
- (a) Sitaram Yechury.
 - (b) Ajoy Kumar Mukherjee.
 - (c) Vishwas Satarkar.
 - (d) Francisco Sardinha.
 - (e) None of these.
21. Who holds the exclusive power to make and unmake ministries?
- (a) The Executive.
 - (b) The Legislature.
 - (c) The Judiciary.
 - (d) All of the above.

◇ Answer Key

Test I**Passage 1**

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (e) | 2. (a) | 3. (b) | 4. (d) | 5. (b) |
| 6. (c) | | | | |

Passage 2

- | | | | | |
|---------|--------|--------|---------|---------|
| 7. (b) | 8. (c) | 9. (d) | 10. (b) | 11. (c) |
| 12. (b) | | | | |

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 13. (b) | 14. (c) | 15. (d) | 16. (b) | 17. (a) |
|---------|---------|---------|---------|---------|

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 18. (d) | 19. (a) | 20. (d) | 21. (d) | 22. (c) |
| 23. (b) | | | | |

Passage 5

- | | | | | |
|---------|---------|---------|---------|---------|
| 24. (a) | 25. (e) | 26. (e) | 27. (a) | 28. (d) |
|---------|---------|---------|---------|---------|

Test II**Passage 1**

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (c) | 2. (c) | 3. (c) | 4. (b) | 5. (b) |
| 6. (b) | 7. (a) | | | |

Passage 2

- | | | | | |
|---------|--------|---------|---------|---------|
| 8. (a) | 9. (b) | 10. (d) | 11. (c) | 12. (c) |
| 13. (c) | | | | |

Passage 3

- | | | | | |
|---------|---------|---------|---------|--|
| 14. (a) | 15. (d) | 16. (b) | 17. (c) | |
|---------|---------|---------|---------|--|

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 18. (a) | 19. (c) | 20. (a) | 21. (c) | 22. (b) |
|---------|---------|---------|---------|---------|

23. (c) 24. (b)

Test III

Passage 1

1. (a) 2. (d) 3. (c) 4. (c) 5. (b)

Passage 2

6. (c) 7. (c) 8. (b) 9. (e) 10. (c)

Passage 3

11. (d) 12. (a) 13. (a) 14. (c) 15. (d)

Passage 4

16. (b) 17. (c) 18. (e) 19. (c) 20. (e)

21. (b)

Level of Difficulty—II

Six

chapter

TEST 1

Passage 1

Astrologers habitually prone to goof-ups now have an excuse for why their predictions have been going haywire, the emergence of newer and newer planets that have caused their calculations to go awry. For the international team of astronomers who recently discovered eight new planets, the arrivals are, however, a cause for excitement. Indeed, even as the rest of the world continues to be consumed by a morbid passion for shiny new war machines, deadly chemicals and sinister war tactics, astronomers have been doggedly searching the heavens for more heavenly bodies in the belief that the search will take us closer to a more exalted goal—that of knowing the truth about us and the universe. “Reality is much bigger than it seems... the part we call the universe is the merest tip of the iceberg” one scientist remarked. How true. In the beginning, skeptics wouldn’t accept that the earth actually moves, let alone that it revolves around the sun because of an unshaken belief that the earth was the centre of the universe. We’ve come a long way. Today, scientists have spotted nearly 80 extra-solar planets using sophisticated instruments. What’s more, our universe may not be the only universe in the cosmos; there could well be several parallel universes teeming with many galaxies, solar systems and planets, although none of

this may be perceptible to the naked eye. Perhaps sages who say that truth is not easily perceptible, mean just this—what is evidently before us is not the whole truth.

Scientists say that “everything in the tangible universe has its shadowy counterpart in other, parallel universes”. In fact, it is by observing the play of cosmic light and shadow through powerful devices that scientists have been able to ‘feel’ shapes or ‘see’ shadows that indicate the existence of other heavenly bodies without actually seeing them. The international team of scientists involved in the present discovery conducted their search through telescopes in Australia, Belgium, UK and the US. Two of the newly discovered eight planets are believed to have circular orbits very like the Earth’s, while the others have well-defined elliptical orbits much like Pluto’s. This is significant because a planet with a circular orbit would more likely be hospitable to life forms than would one with an elliptical orbit. In the latter, the planet experiences extreme temperatures depending on whether it is proximate to or distant from the energy-giving star it’s circumambulating. As in the case of other recent discoveries—such as finding traces of microbes in a meteorite—this too strengthens the belief that we’re not alone in the universe. So would we be exchanging inter galactic e-mails soon? Perhaps not as yet, given that our closest neighboring galaxy is millions of light years away. What is within our immediate grasp, though, is exploring the viability of establishing human settlements in space—an endeavor that has assumed urgency what with biological terrorism and the like threatening humankind on earth. As Stephen Hawking recently said, “I don’t think the human race will survive the next thousand years unless we spread into space. There are too many accidents that can befall life on a single planet”.

1. According to the author’s belief, it can be inferred that all of the following are not true except
 - (a) It is unlikely that the human race can survive the next thousand years.
 - (b) It seems quite likely that the human race can survive the next thousand years.
 - (c) Accidents will wipe out the human race from this planet by accidents within the next one thousand years.

- (d) Earth is the only planet with life.
- (e) The age of human race is one thousand years.
- 2. According to the passage it can be inferred that:
 - (a) Finding traces of microbes in a meteorite proves the existence of life on other planets.
 - (b) Finding traces of microbes in a meteorite converted the belief into truth that we are not alone in the universe.
 - (c) Finding traces of microbes in a meteorite would make it possible to exchange galactic e-mails in future.
 - (d) Finding traces of microbes in a meteorite made us think about exploring the viability of establishing human settlements in space.
 - (e) None of these can be inferred.
- 3. According to the passage it can be inferred that
 - (a) A planet with a circular orbit is more likely to be hospitable to life than would one with an elliptical orbit because the latter experiences very low temperatures.
 - (b) A planet with a circular orbit is more likely to be hospitable to life form than would one with an elliptical orbit since the latter is proximate to the energy-giving star it is circumambulating.
 - (c) A planet with a circular orbit is more likely to be hospitable to life forms than would one with an elliptical orbit because the latter experiences extreme temperatures.
 - (d) Both (a) and (c).
 - (e) (a), (b) & (c).
- 4. According to the passage, we can infer that
 - (a) Parallel universes are half truth and half truth is not perceptible
 - (b) Parallel universes are not easily perceptible because they are not the whole truth.
 - (c) Parallel universes are not easily perceptible and what we perceive is not the whole truth.
 - (d) Truth is always easily perceptible.
 - (e) Parallel universes do not exist.

5. After the discovery of new planets, according to the passage, scientists are
- (a) euphoric.
 - (b) jubilant.
 - (c) enthusiastic.
 - (d) elated.
 - (e) joyous.

Passage 2

In those days, there was no forum in DRDL where issues of general importance could be openly discussed and decisions debated. Scientists, it must be remembered, are basically emotional people. Once they stumble, it is difficult for them to pull themselves together. Setbacks and disappointments have always been and always will be an inherent part of any career, even in science. However, I did not want any of my scientists to face disappointments alone. I also wanted to ensure that none of them set their goals when they were at a low ebb. To avoid such eventualities, a Science Council was created—a sort of panchayat where the community would sit together and take common decisions. Every three months, all scientists—juniors and seniors, veterans and freshers—would sit together and let off steam.

The very first meeting of the council was eventful. After a spell of half-hearted enquiries and expressions of doubt, one senior scientist, MN Rao, shot a straight question: “On what basis did you select these five Pandavas (he meant the Project Directors)?”

I was, in fact, expecting this question. I wanted to tell him I found all these five Pandavas married to the Draupadi of positive thinking. Instead, I told Rao to wait and see. I had chosen them to be in charge of a long-term programme where new storms would arise everyday.

Every tomorrow, I told Rao, will give opportunities to these enthusiastic people—the Garwals, Prahlands, Iyer and Saraswats—to gain a fresh perspective on their goals and a strong hold on their commitment.

What makes a productive leader? In my opinion, a productive leader must be very competent in staffing. He should continually introduce new blood

into the organization. He must be adept at dealing with problems and new concepts. The problems encountered by an R&D organization typically involve trade-offs among a wide variety of known and unknown parameters. Skill in handling these complex entities is important in achieving high productivity. The leader must be capable of instilling enthusiasm in his team. He should give appropriate credit where it is due; praise publicly, but criticize privately.

One of the most difficult questions came from a young scientist: “How are you going to stop these projects from going the Devil’s way?” I explained to him the philosophy behind IGMDP—it begins with design and ends in deployment. The participation of the production centres and user agencies right from the design stage had been ensured and there was no question of going back till the missile systems had been successfully deployed in the battlefield.

While the process of forming teams and organizing work was going on, I found that the space available at DRDL was grossly inadequate to meet the enhanced requirements of IGMDP. Some of the facilities would have to be located at a nearby site. The missile integration and checkout facility built during the Devil phase consisted only of a 120 sq. meter shed thickly populated with pigeons. Where was the space and the facility to integrate the five missiles which would arrive here shortly? The Environmental Test Facility and the Avionics Laboratory were equally cramped and ill equipped.

I visited the nearby Imarat Kancha area. It used to be the test range for anti-tank missiles developed by DRDL decades ago. The terrain was barren—there were hardly any trees—and dotted with large boulders typical of the Deccan plateau. I felt as if there was some tremendous energy trapped in these stones. I decided to locate the integration and checkout facilities needed for the missile projects here. For the next three years, this became my mission.

6. It can be inferred from the passage that
 - I. emotions are a drawback for scientists.
 - II. scientists fail to pull themselves together when they stumble.

III. scientists should be helped by fellow scientists to overcome setbacks.

- (a) I, II and III
- (b) I and II
- (c) II and III
- (d) III and I
- (e) III only

7. It can be inferred from the passage that goal setting should not be done when one is at a low ebb because

- 1. disappointments are likely to retard a person's thinking capacity.
- 2. setbacks limit a person's perceptions about his potential.
- 3. a person on his own can't think on reasonable terms.

- (a) All three
- (b) 1 and 2
- (c) 2 and 3
- (d) 1 only
- (e) 2 only

8. It can be inferred from the passage that the science council

- I. served its purpose.
- II. was an excellent platform for interaction.
- III. meetings were jeopardized by every member flinging accusations against each other.

- (a) II and III
- (b) I and III
- (c) I and II
- (d) I only
- (e) II only

9. The author selected the five Pandavas because

- I. they had exemplary positive thinking traits.
- II. he had faith in their capacity to meet unforeseen challenges.

- III. he wanted the Pandavas to grow from the difficulties that could pose ahead.
- (a) All three
 - (b) II and III
 - (c) I and II
 - (d) I only
 - (e) II only
10. According to the passage a productive leader should have the following traits:
- I. Should have an open mind, enabling him to tackle problems from new avenues.
 - II. Should recruit greater number of young people as compared to old people.
 - III. Should be adept at handling his subordinates.
- (a) I and III
 - (b) I and II
 - (c) I, II and III
 - (d) II and III
 - (e) III only

Passage 3

The 1983 re-organization was done with the objective of renewal; it was indeed a very complex exercise handled deftly by A.V. Ranga Rao and C.R. Swaminathan. We created a team of newly joined young scientists with just one experienced person and gave them the challenge of building the strap down inertial guidance system, an on-board computer and a ram rocket in propulsion system. This exercise was being attempted for the first time in the country and the technology involved was comparable with world-class systems. The guidance technology is centered around the gyro and accelerometer package, and electronics, to process the sensor output. The on-board computer carries the mission computations and flight sequencing. A ram rocket system breathes air to sustain its high velocity for long durations after it is put through a booster rocket. The young teams not only

designed these systems but also developed them into operational equipment. Later, Prithvi and then Agni used similar guidance systems, with excellent results. The effort of these young teams made the country self-reliant in the area of protected technologies. It was a good demonstration of the 'renewal factor'. Our intellectual capacity was renewed through contact with enthusiastic young minds and had achieved these outstanding results.

Now, besides the renewal of manpower; emphasis had to be laid on augmenting the strength of project groups. Often, people seek to satisfy their social, egoistic and self actualization needs at their workplaces. A good leader must identify two different sets of environmental features. One, which satisfies a person's need and the other, which creates dissatisfaction with his work. We have already observed that people look for those characteristics in their work that relate to the values and goals which they consider important as giving meaning to their lives. If a job meets the employees' need for achievement, recognition, responsibility, growth and advancement, they will work hard to achieve goals.

Once the work is satisfying, a person then looks at the environment and circumstances in the workplace. He observes the policies of the administration, qualities of his leader, security, status and working conditions. Then, he correlates these factors to the interpersonal relations he has with his peers and examines his personal life in the light of these factors. It is the agglomerate of all these aspects that decides the degree and quality of a person's effort and performance.

The matrix organization evolved in 1983 proved excellent in meeting all these requirements. So, while retaining this structure of the laboratory, we undertook a task-design exercise. The scientists working in technology directorates were made system managers to interact exclusively with one project. An external fabrication wing was formed under P.K. Biswas, a developmental fabrication technologist of long standing, to deal with the public sector undertakings (PSUs) and private sector firms associated with the development of the missile hardware. This reduced pressure on the in-house fabrication facilities and enabled them to concentrate on jobs which could not be undertaken outside, which in fact, occupied all these three shifts.

11. The author's choice of the team indicated his
- I. lack of faith in the older generation to achieve things.
 - II. bias towards younger scientists.
 - III. perception of the level of difficulty of the project.
- (a) Only I
 - (b) I and III
 - (c) II and III
 - (d) I, II and III
 - (e) Only II
12. From the passage it can be inferred about the project that:
- I. India had attained nothing of the ilk before.
 - II. project components were developed indigenously.
 - III. laudable efforts were made by the team members.
- (a) III only
 - (b) II and III
 - (c) III and I
 - (d) I, II and III
 - (e) II and III
13. It can be said about the renewal factor that
- (a) It was responsible for the project's success.
 - (b) The young were rejuvenated on coming in contact with the experienced.
 - (c) The old scientists were refocused on their job.
 - (d) The young intellectually stimulated the experienced.
 - (e) The young and old gelled together.
14. The following traits of a good leader are evident from the passage:
- I. Should be able to identify the contradicting environmental features to which a person reacts.
 - II. Should keep a tab on a person's individual need fulfillment.
 - III. Should well understand the external factors which dissatisfy a person.

- (a) All three
 - (b) I and II
 - (c) II and III
 - (d) I and III
 - (e) Only I
15. From the passage it can be inferred that
- I. social, egoistic and self-actualization needs could be catastrophic at the workplace.
 - II. social, egoistic and self-actualization needs are catastrophic at the workplace.
 - III. social, egoistic and self-actualization needs should be eliminated.
 - IV. social, egoistic and self-actualization needs should be taken care of.
- (a) I and III
 - (b) I and IV
 - (c) II and III
 - (d) IV only
 - (e) II and IV

TEST 2

Passage 1

Alcohol doesn't often get billed as a brain food, but new research suggests that booze offers at least one cerebral benefit. It may reduce aging drinkers' risk of developing Alzheimer's disease and other forms of dementia.

Although extreme alcohol consumption kills brain cells, there's contradictory evidence about whether long-term drinking has permanent effects on cognitive abilities such as reasoning and memory. Prolonged, excessive drinking can lead to the liver disease cirrhosis and may contribute to breast cancer risk, however. Drinking is also responsible for many accidental injuries and deaths.

Nevertheless, alcohol in moderation promotes cardiovascular health by boosting concentrations of good cholesterol and inhibiting the formation of dangerous blood clots. Additional compounds in red wine seem to benefit

the heart and blood vessels. Drinking also appears to guard against macular degeneration, an incurable eye disease.

Now, the brain joins the list of organs that seem to benefit from alcohol.

From 1990 to 1999, Monique M.B. Breteler and her colleagues at the Erasmus Medical Centre in Rotterdam, the Netherlands, observed 5,395 individuals aged 55 and older, who didn't initially show signs of dementia. Of these participants, 1,443 "moderate drinkers" reported having one to three alcohol beverages of some sort each day, while 2,674 said they consumed less than one drink and 165 acknowledged having four or more drinks per day. Another 1,113 participants abstained altogether.

Over an average follow-up period of 6 years, 146 participants developed Alzheimer's disease and another 51 got some other form of age-related dementia. That put the overall risk for dementia at 3.7 per cent. The risk was about 4 per cent among nondrinkers, light drinkers, and heavy drinkers, but only 2.6 per cent of the moderate drinkers developed dementia.

Once the researchers adjusted their data to account for participants' sex, age, weight, blood pressure, use of tobacco, and other factors that influence dementia, moderate drinkers showed only 58 per cent the risk of dementia calculated for nondrinkers, Breteler's team reported.

Moderate drinkers had an even more marked decrease in vascular dementia, a condition in which blockages in blood vessels in the brain cause recurring, minor strokes that gradually erode cognitive ability. The researchers hypothesize that since vascular disorders are linked to dementia in elderly people, alcohol's benefits to blood vessels might indirectly sustain brain function.

Jean-Marc Orgogozo, a neurological epidemiologist at the University of Bordeaux in France hails the study. He and his colleagues have found that French wine drinkers over the age of 65 have a reduced risk of dementia. The new research supports that finding, shows that beer and hard liquor—not just wine—are protective, and establishes the effect in somewhat younger people, he says.

John R. Copeland, a psychiatrist who's retired from the University of Liverpool in England, calls the Dutch finding "very interesting but not unexpected." Although Copeland's research suggested that heavy, long-term

drinking reduces cognitive ability in elderly men, people who show benefits in the new study consumed alcohol in more modest, “therapeutic quantities,” he says.

However, Orgogozo questions exactly what quantity constitutes a happy-hour medium. His own past research suggests three to four drinks per day are required to help ward off dementia. The lower threshold for benefit in the Dutch study may reflect participants’ underreporting of alcohol consumption in a country that, unlike France, attaches a stigma to drinking, Orgogozo says.

1. Which of the following can be inferred from the passage?
 - I. Sometimes, alcohol is considered as brain food.
 - II. Alcohol reduces the development of Alzheimer’s disease.
 - III. Alcohol may be a cure for dementia.
 - (a) Only II and III
 - (b) Only III
 - (c) Only II
 - (d) I only
 - (e) None of these
2. According to the passage, alcoholism can lead to all of the following except
 - (a) macular degeneration
 - (b) breast cancer
 - (c) death of brain cells
 - (d) cognitive problems
 - (e) liver cirrhosis
3. According to the passage, alcohol may have some beneficial effects on all of the following except,
 - (a) brain.
 - (b) liver.
 - (c) eyes.
 - (d) cardiovascular health.
 - (e) None of these.

4. The observations of M.B. Breteler do not include which one of the following?
 - (a) Moderate drinking reduces the risks of vascular dementia.
 - (b) Vascular disorders are linked to dementia in elderly people.
 - (c) Alcohol is highly beneficial for brain function.
 - (d) Heavy drinking is advised to reduce the risks of dementia and Alzheimer's disease.
 - (e) All of these observations have been made by Breteler.
5. According to the passage, the term "therapeutic quantities" is used to indicate that
 - (a) alcohol acts as a medicine.
 - (b) moderate drinking is advisable.
 - (c) moderate drinking has some medicinal values.
 - (d) small quantities of alcohol is being prescribed as a medicine.
 - (e) moderate drinking is advisable for everyone.
6. The attitude of the author towards the benefits of alcohol in reducing the risk of dementia in elderly people can be described as:
 - (a) skeptical.
 - (b) radical.
 - (c) positive.
 - (d) prejudiced.
 - (e) indifferent.

Passage 2

Is there a plant that eats animals? And if I were to eat that plant, will I become a non-vegetarian, albeit once removed? After all, such a plant is technically a non-vegetarian!

This question is not just coffee-table chatter. There are insect eating plants in nature. The Venus fly trap is an oft-quoted example. Now comes the startling information about a member of the pitcher plant family, which has a particular preference for termites, and eats thousands of them at one go. Drs. Marlis and Dennis Merbach and their associates from Germany report on such a plant in the 3rd January issue of *Nature*.

Our general opinion about plants is that they are truly ascetic, demanding little from other life forms. Much of what they need comes from whatever there is in the ground below, sunlight, some water and air. They make carbohydrates out of this spartan set of ingredients and store them in their bodies. Animals like us pluck these and feed ourselves.

Many of us humans pride ourselves by declaring that we eat nothing but plants, and that we do not eat meat since that amounts to harming animals. The truth is plants are life forms too; furthermore, such interdependence and “big fish eat small fish” is an inescapable part of existence. Wanton hurting of other life forms is what we should not be practising.

The relation between insects and plants has always been intimate and mutually beneficial. Many plants need insects such as bees to help in propagation. For this purpose, they have put out elaborate structures in their flowers, which entice the bee. The colour attracts the insect while the nectar offers a meal. For its part, the insect carries the pollen across to another plant, helping the latter to propagate through such dispersal. In many instances, this mutualism has become so one-to-one as to be finicky or specific. For example, it is a particular legume plant alone that the insect called psyllid (or the jumping plant lice) will go to and none other: an example of “made for each other”.

It is all very well, as long as it is the flower and the nectar that the insect is interested in. But if the insect were to start eating any other part of the plant, say the leaf or the seed, it has had it! The plant puts up a strong reaction. Its defence or self-protection can be pretty offensive. The plant releases chemicals that can stun or even kill the insect. The neem tree is an example. It synthesizes and stores a chemical called azadirachtin. When the insect takes a bite at the plant, the released chemical kills all further desire in the insect to take any more bites. As a result, the insect dies a slow death of starvation. Azadirachtin is therefore called an insect antifeedant. Other plants use other strategies aimed at the same defensive purpose. For example, why are all fruits two-faced? The pulp in them is entirely tasty and nutritious. But the kernel and seed are at best indigestible (they actually can give you a stomach upset), and at worst poisonous (recall the desperate poor tribals of Orissa who suffered eating mango kernels). The pulp is the

enticement, the come-hither. The seed should not be destroyed but simply dispersed, so that the next generation plant can grow.

We know that all plants are not passive bystanders in the theatre of life. Several of them are activists that seek out their food and nutrition beyond air, water, soil and sunlight. There is a whole bunch of tropical plants that are carnivorous. Yes, they gobble up insects for food! The Venus Fly Trap mentioned above is the famous one. Its leaf has two lobes, edged with interlocking “teeth”. On the surface, they have many trigger hairs. When a hapless insect were to disturb these hairs, the leaf snaps shut. Upon this, the plant secretes some digestive juice into the enclosure, which dissolves much of the insect. The food so mashed up into a puree or soup is absorbed by the plant. The chitinous outer layer of the insect is all that is left, which is discarded later. Here is a twist—the leaf of the plant holds its stomach!

What Dr. Merbach and co-workers found in the Southeast Asian country Brunei was an even more striking example of a non-veg plant. Called “Monkey’s Rice Pot” in West Australia, it is technically known as *Nepenthes albomarginata*. The family *Nepenthes* has many subspecies. The name is Greek in origin and means banisher of sorrow. One account has it that the plant was used by the ancient Greeks to banish sorrow and induce restful sleep. Obviously, its nectar or some other component has a sedative influence. (Parenthetically, Dr. Dennis Merbach writes to me that he doubts this since not even Alexander the Great came far enough east to find this plant).

The genus *Nepenthes* is found in Southeast Asia, Seychelles and Madagascar, and Australia, but *N. albomarginata* is abundant in Peninsular Malaysia, Sumatra, Borneo and Brunei. The German work was done in Brunei. *Albomarginata* literally means white border, and is so named because the pitcher that it presents at its leaf tips is rimmed with white hair—like protrusions. It is a slender, heat-loving plant that has attractive green-red pitchers rimmed white, and does very well in a stovehouse or heated frames.

N. albomarginata is quite different from its cousins of the pitcher plant genus *Nepenthes*. Others are not choosy about their prey. They catch any insect that is careless enough to step on their slippery, toothy appendage. Monkey’s Rice Pot, or *N. albomarginata* is picky—it loves to eat termites!

In order to do so, it presents its pitcher to the prey, luring them with its colour and distinctive smell. The white hairs that fringe the rim of the pitcher are edible. Termites seem to love the hair and come to it in hordes. The scientists usually found not one or ten, but thousands of termites trapped in a single pitcher!

All the termites they found in one pitcher belonged to the same species and were in the same state of decomposition. This led the researchers to conclude that a whole battalion was caught over a short period of time. The termites caught and gobbled up were largely from no more than three genera, with one particular genus called *Hospitalitermes* predominating. It thus seems that these fellows are picky about *N. albomarginata*, and the latter returns the compliment. In fact, the plant pretty much starves when termites are not around. Over the six-month-lifespan of the pitcher, it gets by with a few dozen ants, beetles or flies (while neighbouring pitcher plants of other provenance, not being so picky, get along much better). For its part, the termite genus mentioned above too gets by usually with live fungi and algae, but upon sensing the plant, it forages in massive columns, and meets its death by the thousands at the teeth of the pitcher plant. Extraordinary, till death do them apart!

It is the white hairs that the termites go for. Pitchers with no hair are ignored. When the researchers placed near a termite marching column, both pitchers with hair and pitchers shaven off, the lead termite sensed the white hair, went back and called his mates for the forage. They came in numbers, started gobbling up the edible hairs and making food pellets out of them to carry home. In the process, they fell into the pitcher and could not escape. The fall-in rate was one every three seconds (could be even faster with a bigger marching band). After an hour, when all the hairs were gone, the pitcher was no longer of any interest to the termites. What it is in the hairs that attract the termite is not clear yet. It could be some volatile molecule, but the researchers could not detect any smell in their study. As of now, it appears that contact happens by chance. To date, *N. albomarginata* appears to be the only one known plant that offers up its own tissue as bait, and the only one too that specialises on a single prey.

Reading the article, it occurred to me that here is a clean and green way to rid your house of termites—plant a hedge of *N. albomarginata* around your

house, and it will do the rest. Alas, when I raised this point, Dr. Merbach disappointed me with his e-mail message, stating that this group of termites does not feed on wood, since they feed over ground. The wood-eater termites feed underground, while the plant presents its pitchers above. There goes another of my brilliant solutions!

I wonder whether *N. albomarginata* is seen in India, since there are other members of *Nepenthes* that grow in our subcontinent. It will also be interesting to check whether some of these are pest-gobblers. One plant, called *N. khasiana*, is found in the Khasi hills of Assam, but its termite-preference has not been tested so far, to the best of my knowledge. This pitcher plant is an undemanding highland species that grows slowly to a height of about two feet. It is able to tolerate low humidity and temperatures and thus, should be cultivable in other chosen areas of India. And it better be soon, since this plant is already in the endangered list because of encroachment by farmers who have cleared up land in that area for agriculture.

7. According to the passage, which of the following is facing the threat of extinction?

- (a) *N. albomarginata*.
- (b) *Azadirachtin*.
- (c) *N. Khasiana*.
- (d) *Hospitalitermes*.
- (e) The pitcher plant.

8. According to the passage, where does the digestion in plants take place?

- (a) stem.
- (b) leaf.
- (c) flower.
- (d) roots.
- (e) fruits.

9. Accordingly to the passage, *azadirachtin*

- (a) kills the insect.
- (b) acts as a poison.

- (c) acts as a repellant.
 - (d) has the effect of starving the insect to death.
 - (e) induces the death of the insect.
10. It can be inferred from the passage that
- (a) tropical plants are omnivorous.
 - (b) tropical plants are carnivorous.
 - (c) tropical plants depend upon insects for food.
 - (d) some tropical plants absorb the insect soup.
 - (e) Some tropical plants are carnivorous.
11. According to the passage, all of the following can be inferred to be not true except:
- (a) *N. albomarginata* is completely different from the *Nepenthes* genus.
 - (b) *N. albomarginata* is very intelligent.
 - (c) *N. albomarginata* catches insects inadvertently while others do it in a planned manner.
 - (d) Termites love the hair of the pitcher very much.
 - (e) Plants of the *Nepenthes* genus eat termites for food.
12. According to the passage, *Hospitalitermes*
- (a) is a termite genus.
 - (b) is the main food of *N. albomarginata*.
 - (c) loves to eat the white hairs that fringe the rim of the pitcher.
 - (d) is mainly attracted to the *N. albomarginata* plant.
 - (e) All of the above.

Passage 3

Global climate change pundits have for long been blowing hot and cold over melting ice caps, rising ocean levels and unusually hot summers on the one hand and receding deserts, shrinking biodiversity and colder winters on the other. Climatologists are, however, unanimous in their opinion that regional variations notwithstanding, the Earth as a whole is becoming warmer—and largely due to the increased human activity. And yet, as a continent, Antarctica would seem to be bucking the trend. Recent reports

quoting American scientists from the South Pole say that while temperatures in every other continent have risen over the past century, Antarctica has become appreciably colder over the past 35 years and continues to cool, becoming the only one of Earth's seven continents to react differently to global warming. The world's average temperature over the last 100 years has risen by 0.06°C a decade, and the average actually went up to 0.19°C between 1979 and 1998. In the Antarctic, on the other hand, temperatures fell on an average by 0.7°C a decade. Traditional theories of climate change have held that the effects of global warming ought to be magnified at the Poles. Nonetheless, recent research points out that while the Arctic is indeed getting warmer, the Antarctic is definitely getting cooler. This will mean that previous estimates of rising sea levels that included the melting ice caps of both the North and South Poles will have to be suitably revised. So what is the mystery behind the cooling of the White continent?

Since most of the inhabited and industrialised countries are clustered close to the Arctic, polluting emissions waft across to the North Pole, creating a greenhouse effect, warming the air and loosening the ice sheets. Complex interplay of ocean currents appears to have changed temperatures, cooling the southern Ocean around the Antarctic and transforming the Pole's temperature profile. Antarctica's harsh desert valleys are turning cooler, setting off a series of ecological consequences in the region. Meanwhile, here's another contradiction; reports from New Zealand describe how there is a surfeit of global warming—induced break-away icebergs in the Southern Hemisphere.

13. According to the passage, all of the following are not true, except:
- (a) Traditional theories failed to calculate the effects of global warming.
 - (b) Fall in temperatures in the Antarctic is in accordance with the traditional theories.
 - (c) Effect of global warming is the maximum at the Poles.
 - (d) Effect of global warming on Antarctica is on unexpected lines.
 - (e) Effect of global warming on Antarctica is on expected lines.
14. According to the passage, it can be said that
- (a) Antarctica has become colder than the other continents of the world.

- (b) Antarctica has become colder than the Earth over the last 35 years.
 - (c) The decade growth in temperature is much higher for Antarctica than the Earth itself.
 - (d) The average temperature rise for the decade 1979–1998 was more than the average rise in temperature over the last 100 years.
 - (e) Both the Arctic and Antarctic are getting cooler with global warming.
15. It can be inferred from the passage that:
- (a) Our knowledge and our theories about global climate change fails to explain what is happening across the globe.
 - (b) It is a matter of great contradiction that we failed to understand the full import of global climatic change.
 - (c) We could not understand the importance of global climatic change.
 - (d) It was difficult for us to understand the full implication of global climatic change.
 - (e) The threat of global warming is accentuated due to what is happening in Antarctica.
16. According to the passage, factors affecting the temperature profile of Arctic do not include
- (a) ocean currents.
 - (b) greenhouse effects.
 - (c) atmospheric pollutions.
 - (d) loosening of the ice sheets.
 - (e) Global warming.
17. According to the passage, the most important factor for global warming is
- (a) hot summers.
 - (b) increased human activity.
 - (c) shrinking biodiversity.
 - (d) increasing pollution levels.
 - (e) polluting factories.

TEST 3

Passage 1

It is said that the British ruled India with the help of just two laws, the Revenue Recovery Act and Section 144 of the Criminal Procedure Code, whereas the present governments in India, with hundreds of laws on the statute book, are unable to either recover their revenues or control law and order! It is true that the British Government's strength was its unfaltering commitment to the collection of revenues and enforcement of the law. It is not, however, my case that the country should now be run the way it was run by the British or that governments should do nothing but collect revenues and maintain law and order. But does one build a house without any mason to lay the foundation and by concentrating only on plans for interior decoration?

In post-Independence Indian public administration, there has always been a controversy, if not a conflict, relating to the roles of specialists and generalists. The former feel that the latter are cornering jobs for which they are not suitable and the latter feel that the former do not have breadth of perception and are blinkered by their narrow specialist knowledge. The IAS, especially, has been in the eye of this storm, so to say. I have heard my colleagues in functional departments say that the IAS was fit only for collecting revenues and maintaining law and order. The implication was that, apart from being unglamorous and pedestrian, these jobs were only for the unintelligent or the unscrupulous!

In the post-Independence era, the IAS too, presented with opportunities in the economic development sector and with the vanishing of land revenue as an important source of revenue for the States, began to regard tax collection and law and order jobs as not being promising enough from the job satisfaction or career points of view. With greater politicisation of the people and the spread of the populist cult, these activities came to be regarded as not merely non-developmental and feudal but almost as anti-people. No wonder that, while premier civil servants distanced themselves more and more from taking them seriously, the politicians seized the opportunity to undermine their importance and effectiveness.

An oversimplified, naïve and misunderstood version of development economics that public finance has nothing in common with private finance and that for a sovereign, especially democratic government, expenditure and income could be independent of each other, has contributed to a dangerously complacent view of poor tax recovery. A government's sovereignty, alas, does not extend to the laws of arithmetic! A divine faith in the seductive comfort of the Laffer Curve and the emerging philosophy of privatisation and liberalisation have made strict enforcement of any rule or law appear not merely rigid and bureaucratic but almost retrograde and reactionary. (At the same time, the government is accused of not enforcing the law strictly against one's competitors!)

Today, immunity from payment and prosecution and the impunity with which both can be evaded—even defied—are the most coveted symbols of political importance, and the prime goal of coming to power is to do this on a scale of ever-increasing magnitude and frequency. Immunity from law and impunity of violation have become the modern political equivalents of the ancient sceptre and the crown. Kaleidoscopic coalitions in which the constant goal is to stay in power but the members keep changing almost randomly, have made every politician with at least one other member in his party a potential MLA/MP/Minister! This has made the tax collection and law enforcing agencies diffident and unwilling to stick their necks out. Political scientists who wax eloquent over how the emergence of the concept of coalition is a sign of the maturing of Indian democracy have completely missed, or slurred over, its adverse impact on administration (which includes tax enforcement as well as law and order) and how a coalition is a convenient, indirect and legal way of defection—defecting from principles without defecting from the party!

1. According to the passage, it can be said that:
 - (a) British rule in India was very effective in collecting revenues.
 - (b) British rule in India was based on the rule of law.
 - (c) The existing laws are not sufficient for the recovery of revenues.
 - (d) Collection of revenues is of supreme importance for the government.
 - (e) The British were in India only to collect revenues.

2. It can be inferred from the passage that:
- (a) IAS is fit only for collecting revenues and maintaining law and order.
 - (b) IAS is responsible only for collecting revenues and maintaining law and order.
 - (c) IAS is only for unintelligent people.
 - (d) Maintaining law and order and collecting revenues are the responsibilities of IAS.
 - (e) IAS is for the super intelligent.
3. According to the passage, emergence of the concept of coalition politics:
- (a) has allowed and encouraged ideological defection.
 - (b) has made political defection legal.
 - (c) has strengthened Indian democracy.
 - (d) is a sure sign of the maturing of Indian democracy.
 - (e) None of these.
4. According to the passage:
- (a) Public finance has nothing in common with private finance.
 - (b) Sovereign democratic government should keep expenditure and income completely separate.
 - (c) Development economics has not helped to correct the poor-tax recovery system.
 - (d) The spirit of the development economics has not been understood.
 - (e) The spirit of the development economics has been well understood.

Passage 2

Fifty three years since our tricolour fluttered atop Red Fort. Fifty three years of freedom and only a handful of us have succeeded in bagging a Nobel prize. Why has human resource development taken a backseat? Why have we, 1/6th of the world's population, done so moderately in the international arena? Questions! Questions! Before we try to seek answers, let us look at ways in which we have stood out in the international arena.

Nobel laureates apart, Time magazine has identified a few Indians amongst 100 heroes and icons of the 20th century. Mother Teresa needs no introduction. J. Krishnamurthy is known for his theological ideas. Gandhi is why we are India. And amongst these personalities is a person who has put the Indian system of healing on the global map. Deepak Chopra, “Lord of immortality”, the new age guru and an endocrinologist by training is the poet-prophet of alternative medicine.

The ancient view of medicine was essentially a holistic one, i.e., an intimate interaction of body, mind, environment and spirit. The human being and the whole of society and nature for that matter, was viewed as being intelligent, conscious and ordered. Nature had laws and in order to stay well or to treat illness, one had to work with those laws. The physical world was believed to be underpinned by the mental world—by the spiritual. As these ‘worlds,’ move ‘inwards’ they become more subtle and difficult to measure. A lot of work has nevertheless gone into developing measurement tools for physical and psychological parameters and through their combination, we are able to test if such relationships exist. This field of study is called mind–body medicine, probably the most comprehensive and reliable scientific examination of holism. Mind–body medicine focuses on the interactions between mind and body and the powerful ways in which emotional, mental, social and spiritual factors can directly affect health. It regards as fundamental, an approach which respects and enhances each person’s capacity for self-knowledge, self-care and emphasizes techniques which are grounded in this approach. These techniques include self-awareness, relaxation, meditation, exercise, diet, biofeedback, visual imagery, self-hypnosis and group support. It explores and integrates the healing practices of other cultures, such as acupuncture and accupressure, meditation and yoga, as well as alternative Western approaches, including herbalism, massages, musculoskeletal manipulation and prayer. It views illness as an opportunity for personal growth and transformation and health care providers as catalysts and guides in this process. Consciousness, being primary, illuminates thoughts, desires and emotions in the mind and these in turn affect behaviour and physiology. Consciousness gives life to mind and body.

Over recent times, there has been an explosion of knowledge in the physical sciences. In medicine, the emphasis has tended to focus on the human body, but it has often ignored a holistic perspective, that is the body's interaction with mind, emotions, social environment and spirit. This more mechanistic and materialistic way of viewing the human being and illness has often times been at the expense of more traditional holistic models, which placed great emphasis on these more subtle elements of human experience. Mind-body medicine and its kindred fields of study, such as psycho-neuro-immunology and psychooncology, are opening our awareness and require more communication and cooperation across the scientific community than ever before. Thus far we can say that the potential of mind-body medicine for promoting health, both physically and psychologically, seems to be great. Its costs are relatively low and the 'side-effects' seem to be generally low. It may well be that the next major break-throughs in clinical medicine will involve the re-integration of contemporary physical sciences with traditional wisdom.

5. Which of the following is not a characteristic of mind-body medicine?
 - (a) It is a field that has been developed by Deepak Chopra.
 - (b) Deepak Chopra is the only proponent of mind-body medicine.
 - (c) It emerges out of the ancient view of medicine as a holistic one.
 - (d) It focuses on the interactions between mind and body and how social, mental, emotional and spiritual factors affect health.
 - (e) None of these.
6. According to the passage, which of the following is/are vital for the mind?
 - I. Illuminations
 - II. Visual imagery
 - III. Meditation
 - (a) II and III
 - (b) Only I
 - (c) Both I and II
 - (d) Only II

(e) Only III

7. It can be inferred from the given passage, that:
- (a) modern medicine totally rejects the need of harmonizing the human body interaction with the human mind.
 - (b) Modern medicine does not accept the traditional holistic models.
 - (c) Modern Medicine is more mechanistic and materialistic in its approach than that of the traditional holistic models.
 - (d) Traditional holistic models attach greater importance to mind, emotions, social environment and spirituality.
 - (e) Modern medicine is superior to traditional holistic models.
8. According to the passage, mind–body medicine is the most comprehensive and scientific examination of holism because
- I. It developed measurement tools for physical and psychological parameters.
 - II. It tests the relationships between physical and psychological parameters.
 - III. In it, the physical world, the mental world and the spiritual world move inwards to become one.
- (a) Only III is correct
 - (b) Only I and II are correct
 - (c) I, II and III are correct
 - (d) Only I and III are correct.
 - (e) None of these
9. Which of the following professions is the most likely one to which the author could belong?
- (a) a psychologist
 - (b) a physician
 - (c) a sociologist
 - (d) an economist
 - (e) a scientist
10. According to the passage, consciousness does not affect
- I. thoughts, desires and emotions.

II. behaviour and physiology.

III. mind and body.

- (a) II and III only
- (b) III only
- (c) I and II only
- (d) Only I
- (e) None of these

TEST 4

Passage 1

THE murder of Fadime Sahindal, a young Kurdish woman, in the Swedish university city of Uppsala was no ordinary affair. Her father shot her in the head, in front of her mother and younger sister, for refusing an arranged marriage with a stranger from her Turkish homeland.

The killing has stunned Swedes. Thousands have joined torchlight vigils in her memory. Thousands more are expected to attend her funeral in Uppsala's Lutheran cathedral. Miss Sahindal was an outspoken champion for second-generation immigrants seeking their own way of life, often against their more tradition-minded parents' wishes. Mona Sahlin, Sweden's immigration minister, called her "a fantastic role model for young women".

The murder has also touched a raw nerve in Sweden by questioning the country's ability to integrate its ethnic minorities. Issues such as forced or arranged marriages and the clash between Swedish values and those of immigrants have leapt up the political agenda. The problem is not just Swedish. Denmark too worries about integration, and a row about arranged marriages is now blazing there.

But the two governments have taken different approaches. After Miss Sahindal's death, Sweden's ruling Social Democrats said they would give more cash to crisis centres and support groups for young women seeking to avoid arranged marriages or to leave violent partners. They also said they would close a legal loophole that lets foreign girls as young as 15 to marry, when 18 is the threshold for everyone else. The tone of Swedish ministers was one of sympathy for victims of forced marriages.

Not so in Denmark. Foreigners—or at least immigrants—plus their descendants for a couple of generations, make up about 7 per cent of the population. No vast figure, and foreign need not mean brown or black. But the new centre-right coalition was helped to power in November by a promise to curb immigration, and at times, will need votes in parliament from the overtly anti-immigrant People's Party, which made large gains. The government has chosen to take action at the border. Till now, the foreign spouse of a Danish resident was entitled, automatically, to come in with a residence permit. But under proposals unveiled last month, this—with some exceptions, maybe—would no longer be true, even for Danish citizens, if either person was aged less than 24 (unless, of course, the incomer was a Dane or other EU citizen). Even for a couple both aged 24 or more, the permit would not be automatic; cases would be decided individually.

The Danes are also making it harder for foreigners to come to Denmark to join family members already there. The reason, they say, is that unemployment among young immigrants is already too high. Human-rights campaigners suspect grubbier motives: to keep Denmark's proportion of brown and black residents below 10 per cent.

1. According to the passage, the murder of Sahindal reflects that
 - (a) Turks are generally orthodox.
 - (b) Kurdish are generally orthodox.
 - (c) Turks are opposed to arranged marriages.
 - (d) Kurds are opposed to arranged marriages.
 - (e) Kurds are unorthodox people.
2. According to the passage, the murder of Sahindal raises all of the following issues except:
 - (a) arranged marriages.
 - (b) clash of Swedish and immigrant values.
 - (c) Sweden's ability to integrate its ethnic minority.
 - (d) Denmark's ability to integrate its ethnic minority.
 - (e) None of these.

3. According to the passage, a large number of Swedes joined torchlight vigils to
- (a) express solidarity with the cause for which Sahindal was murdered.
 - (b) express resentment against the murder.
 - (c) show displeasure against the murder.
 - (d) console the family.
 - (e) express solidarity with the family.
4. According to the passage, the Swedish government is planning to
- (a) implement an exhaustive and extensive social reform program in Sweden.
 - (b) give cash awards to young women seeking to avoid arranged marriages.
 - (c) punish orthodox Kurdish population.
 - (d) Implement policies to support victims of forced marriages.
 - (e) None of these.
5. According to the passage, all of the following are not true, except.
- (a) Denmark and Sweden both are facing the problem of integration of ethnic minority.
 - (b) Denmark and Sweden are planning to work together to tackle the same problem.
 - (c) Denmark has refused to work together with Sweden.
 - (d) The problem of ethnic minority is not a big issue in Denmark.
 - (e) All the above are not true.
6. The author of the passage could be
- (a) a political scientist.
 - (b) a social scientist.
 - (c) an immigrant.
 - (d) a psychologist.
 - (e) a politician.

Passage 2

The year was 1965. I was deputy secretary (budget and planning) in the ministry of defence. In 1963, a top secret committee headed by JRD Tata had been appointed to review the decision to produce the Russian MiG-21 aircraft in India. At that time, there were hopes that the US would agree to license their F-104 fighter aircraft for production in India.

Although these had been supplied to Pakistan, New Delhi and Washington had developed a military aid relationship after the Chinese attack in October 1962.

The sum and substance of the Tata committee report was that India should opt for the US aircraft and scrap the MiG project. However, when defence minister Y B Chavan led a delegation to the US in May 1964 to sign a comprehensive aid agreement, it became clear that US would not release the F-104 aircraft for India. Instead, the US offered the F-5 aircraft which the US air force itself did not have in service. After his return from the US, Chavan went to Moscow in August 1964. At the end of the visit, Chavan not only reconfirmed the earlier MiG-21 production agreement but also placed orders for three extra squadrons.

In 1965, the Public Accounts Committee under the chairmanship of R R Morarka, demanded to see the Tata committee report. As was to be expected, the ministry of defence took the stand that the top secret report could not be shared with the PAC. Since, as deputy secretary, I was the coordinator for dealings with the PAC at my level, the file came to me. I put forward a solution which earned me the distinction of being dubbed a maverick.

I argued that while it may not be possible to share the top secret report with the entire PAC and allow it to be discussed, the PAC chairman's status was equivalent to that of a cabinet minister; one day, he could become a Union minister. Therefore, it would be quite in order for the defence minister to invite the PAC chairman to his office, give the report to him, get him to read it and then discuss with him how he would like it to be handled. This suggestion of mine was forwarded to Chavan by the joint secretary, albeit with a lot of reservations.

The defence minister accepted my suggestion. He invited Morarka to his room and gave him the slim Tata committee report to read. Morarka read it and he did not press the matter any further. At that time, the Congress party

had been in power continuously for 18 years and no opposition had ever tasted office at the Centre.

Some 37 years later, the situation is different. The opposition parties have also been at the helm of the Union government. The present chairman of the PAC has had a long innings as a cabinet minister. Once again, the same kind of issue has arisen with the PAC asking for the CVC's top secret report on defence deals. Is Chavan's democratic norm still relevant?

7. According to the passage, Tata Committee was constituted
 - I. to make a case for the licensed production of F-104 fighter aircraft.
 - II. to help the government in taking a decision about the production of MIG-21 in India.
 - III. to suggest to the government how to cancel the proposed plan of production of MIG 21 in India.
 - (a) I and III only
 - (b) I and II only
 - (c) II and III only
 - (d) All three
 - (e) I only
8. According to the passage,
 - (a) The author was of the opinion that the Tata committee report was a top secret report and it was not in national interest to discuss it in PAC.
 - (b) The author was of the opinion that the Tata committee report may be discussed with the PAC chairman in extraordinary circumstances.
 - (c) The author was of the opinion that it should be left on the wisdom of the PAC chairman how he would like it to be handled.
 - (d) Both (b) and (c).
 - (e) All of a, b and c.
9. It can be inferred from the passage that
 - (a) US was never interested in selling F-104 aircraft.
 - (b) US was never in agreement with India to supply F-104 aircraft.
 - (c) US breached the agreement with India.

- (d) India breached the agreement with US.
- (e) There was a mutual breach of agreement between India and US.
- 10. It can be inferred from the passage that the author thinks that
 - (a) the CVC's top secret report should be discussed in PAC.
 - (b) the CVC's top secret report should not be discussed in PAC.
 - (c) there is a need for flexibility on the part of the government while dealing with sensitive reports.
 - (d) Both (a) and (c).
 - (e) None of these can be inferred.
- 11. The attitude of the author towards the issue can be best described as
 - (a) anarchist.
 - (b) democratic.
 - (c) autocratic.
 - (d) moderate.
 - (e) logical.

Passage 3

"Indian reality," Panikkar said, "is fast-changing, changing for the worse." Referring to globalization and the growing power of trans-national corporations, he said: "An empire is forming before our eyes." He said that sections of society had come to accept the dominance of the market in social relations "as an ideal" and that the situation is ripe for "the making of an uncritical mind, a conformist mindset". Panikkar said that although the 'empire' promised modernity and affluence, it actually promoted social obscurantism and cultural backwardness. Panikkar argued that the forces of communalism and empire complemented each other and had commonly shared interests. He said that the Indian government's reaction to Afghan war had clearly demonstrated the Indian ruling class' "uncritical acceptance of the dictates of the empire".

Panikkar said that activists working to develop a "counter-culture" had to realise that "culture is an area in which social power is exercised". He emphasized that this action was not a cultural programme, nor was it a performance or a spectacle based on various art forms. Only social activity

on a continuous basis, aimed at the “radicalization of civil society”, could develop such a counter-culture, in the process unsettling the existing equilibrium. He urged the People’s Science Movement (PSM) to bring cultural action center-stage.

Panikkar referred to three factors that impede progressive cultural action—the changing relationship between the individual and the outside world, the influence of the market and the spirit of consumerism it enforces, and the rise of religiosity and communalism. These factors create a “myopic vision that is insensitive to social reality”. The rise of the market results in the growing alienation of the individual from society. Consumerism, as the “ideology and the culture of the masses” creates a situation in which people’s material aspirations are largely unrealistic. Panikkar argued that the anxieties generated by this contradiction formed the ground in which religiosity and communalism thrive.

Panikkar suggested two areas for cultural action. In the “creative realm”, he suggested the use of art forms for cultural action. He referred to the Safdar Hashmi Memorial Trust’s (SAHMAT) effective campaign against communalism, using paintings, music, street plays and other methods. However, he said the drawback with this type of cultural action was that it was largely sporadic. Panikkar suggested that cultural action in the constructive realm would be more effective as they would be far more sustained. Action in the constructive realm would enable the formation of cultural communities. Such communities could be either imagined or local. “Imagined communities are those that internalize common values and interests and their members relate to a common origin,” he said. The intervention of Eklavya, a non-governmental organization, in the field of education in Madhya Pradesh was an example of the development of such a community, he said. Local communities constitute the other type of counter-cultural action. They are “local” not because they address local issues, but because they undertake action on issues that are universally valid. Issues such as environmental degradation are prime areas that provide the basis for the development of such a community. Panikkar said such communities offered the possibility of “continuous engagement, a necessary precondition for the creation of social consciousness.” Panikkar said that cultural action was needed to “de-ideologise civil society from the influence of

globalisation and the logic of communalism.” Referring to the inherent contradiction between the “interests of globalisation and the ideology of cultural nationalism”, Panikkar said that the contradiction offered local communities the space to initiate counter-cultural action. In developing such a culture there was need to revitalize indigenous cultural resources while ensuring that they were not snared in obscurantism and revivalism, Panikkar added.

12. According to the passage, which of the following about ‘local community’ is true?
 - I. Environmental degradation is the most important area that provides the basis for the development of a local community.
 - II. They don’t address local issues.
 - III. Local communities address only those issues that are universally valid.
 - (a) Only III
 - (b) Only II
 - (c) I, II and III
 - (d) Only I
 - (e) I and II
13. According to the passage, what made local communities an agent for starting counter-cultural action?
 - (a) Social consciousness that leads to the formation of such communities.
 - (b) Contradiction between the interests of globalisation and the logic of communalism.
 - (c) Continuous engagement between the interests of globalisation and the logic of communalism.
 - (d) Cultural nationalism with the motive for initiating counter cultural action.
 - (e) Mutual support between the interests of globalisation and the logic of communalism.
14. It can be inferred from the passage that

- (a) influence of the market formed the ground in which religiosity and communalism thrive.
 - (b) consumerism forces people to aspire for largely unrealistic material aspirations.
 - (c) growing alienation of the individual from the society is generally preceded by consumerism.
 - (d) Both (b) and (c).
 - (e) All of a, b and c.
15. According to the passage, counter culture
- (a) challenged the dominance of the empire.
 - (b) aimed at the radicalisation of civil society.
 - (c) can be developed through continuous social activity.
 - (d) can be developed without unsettling the existing equilibrium.
 - (e) is essential to maintain our cultural superiority.
16. The tone of the passage can be best described as
- (a) persuasive.
 - (b) highly critical.
 - (c) analytical.
 - (d) exploratory.
 - (e) descriptive.

TEST 5

Passage 1

One phase of the business cycle is the expansion phase. This phase is a twofold one, including recovery and prosperity. During the recovery period there is ever-growing expansion of existing facilities, and new facilities for production are created. More businesses are created and older ones expanded. Improvements of various kinds are made. There is an ever-increasing optimism about the future of economic growth. Much capital is invested in machinery or “heavy” industry. More labour is employed.

More raw materials are required. As one part of the economy develops, other parts are affected. For example, a great expansion in automobiles

results in an expansion of the steel, glass, and rubber industries. Roads are required; thus the cement and machinery industries are stimulated. Demand for labour and materials results in greater prosperity for workers and suppliers of raw materials, including farmers. This increases purchasing power and the volume of goods bought and sold. Thus, prosperity is diffused among the various segments of the population. This prosperity period may continue to rise and rise without an apparent end. However, a time comes when this phase reaches a peak and stops spiraling upwards. This is the end of the expansion phase.

1. Which of the following statements is the best example of the optimism mentioned in the passage as being part of the expansion phase?
 - (a) Public funds are designated for the construction of new highways designed to stimulate tourism.
 - (b) Industrial firms allocate monies for the purchase of machine tools.
 - (c) The prices of agricultural commodities are increased at the producer level.
 - (d) Full employment is achieved at all levels of the economy.
 - (e) Taxes are reduced in the economy.
2. It can be inferred from the passage that the author believes that
 - (a) when consumers lose their confidence in the market, a recession follows.
 - (b) cyclical ends to business expansion are normal.
 - (c) luxury goods such as jewellery are unaffected by industrial expansion.
 - (d) with sound economic policies, prosperity can become a fixed pattern.
 - (e) business expansion is folled by an economic depression.
3. Which of the following statements would be most likely to begin the paragraph immediately following the passage?
 - (a) Some industries are, by their very nature, cyclical, having regular phases of expansion and recession.

- (b) Inflation is a factor that must be taken into consideration in any discussion of the expansion phase.
- (c) The farmer's role during the expansion phase is of vital importance.
- (d) The other phase of the business cycle is called the recession phase.
- (e) During the expansion phase, everyone is optimistic.

Passage 2

Revival of sick industries can be effective only when the rehabilitation schemes focus on organisational restructuring, and not just on financial recast. An in-house study by the BIFR reveals that promoters' non-compliance with revival scheme provisions is a key reason for the failure of rehabilitation programmes. Some other reasons are incompetent and/or dishonest management, state and central government policies and unexpected adverse developments in the external environments. According to RBI, internal factors like project appraisal and management deficiencies account for nearly 56 per cent of the total sick and weak units. Another reason is the limited stake of the promoter. Workforce, contrary to perceptions, is not a significant factor in industrial sickness.

Most of the new class of emerging promoters has no professional experience and their tactics are mostly unprofessional. With the proposed SICA Bill, the role of BIFR should change to that of a facilitator from that of a court. But this is defined very narrowly—the BIFR would be a facilitator only for creditors and promoters of the organisation, and try to work out a solution for the debt repayment. Moreover, the Operating Agencies that formulate the rehabilitation package are financial institutions and banks. They focus only on financial restructuring. What revival schemes need is a competent professional facilitator, and sick companies, transformational restructuring. The present BIFR approach grossly fails to understand how organisations behave and work. Therefore, the high failure rate of the rehabilitation schemes, 54 per cent for under Section 17(2) and 42 per cent for under Section 18(4), till Sept, is not surprising. Further, there has been a decline in the number of references received by the BIFR by 10.63 per cent compounded annually.

Moreover, there are instances of some units being intentionally forced to deteriorate, and the same promoters floating new units in other regions. At

present, for the promoters, exit is an easy and desired option. The result is that though at times the BIFR has drawn up the rehabilitation plan, the promoter has not been interested in making the unit viable. All this shows the BIFR has to undergo a drastic change that should stress on the process of change and involve organisational restructuring by the shared learning approach that is characteristic of process based consultancy.

In process consultation, the consultant helps the client to perceive, understand and to act upon process events that occur in the client's environment. In other words, it addresses the problem solving activities of the client as opposed to the client's actual problems. The process involves the organisation and the consultant in joint diagnosis of the problem. The process consultant would urge the CEO that he should not leap into any kind of action programme (especially if it deals with changes in structure), until the organisation itself has done a thorough assessment of the strengths and weaknesses of the present structure.

In other words, the need for a change should first emerge from the organisation itself. Since the consultant, being from outside, would not know the people, their tradition, styles and personalities, he would only assist the organisation to become a good diagnostician so that it can solve the problems on its own. This would involve a partnership approach from the unions and the workers in joint diagnosis with the management.

This would in turn, result in lower resistance to change from the unions since they are also involved in the change process. This kind of partnership is crucial in creating the stake of the workforce in the organisation and building up trust that would help turnaround organisations.

4. The revival of sick industries have failed because of which of the following reasons:
 - I. Rehabilitation schemes focus on organisational restructuring.
 - II. Rehabilitation schemes focus only on financial recast.
 - III. Rehabilitation schemes are not effective.
 - IV. Non-compliance with revival schemes.
 - (a) Only II & IV
 - (b) Only I & IV
 - (c) Only III & IV

- (d) Only II.
- (e) I and II only.

5. Industrial sickness according to the RBI, is majorly caused by all of the following, except:
 - (a) The limited stake of the promoter.
 - (b) Internal factors like project appraisal and management deficiencies.
 - (c) The attitude of the workforce.
 - (d) Lack of professional experience of new promoters.
 - (e) All of the above are causes of industrial sickness.
6. Which of the following is incorrect with respect to the SICA bill:
 - (a) The SICA bill alters the role of BIFR from a court to a facilitator.
 - (b) BIFR will be a facilitator only for creditors and promoters of the organisation.
 - (c) BIFR is the main operating agency.
 - (d) Financial institutions and banks formulate rehabilitation packages.
 - (e) BIFR has outlived its power.
7. Revival schemes, according to the passage, should
 - (a) Focus on organisational restructuring.
 - (b) Have competent professional facilitators.
 - (c) Work out the solution for debt repayment.
 - (d) Both a & b.
 - (e) All of these.
8. Process based consultancy, according to the passage
 - (a) Follows the shared learning approach.
 - (b) Is one in which the consultant helps the client to study the process events.
 - (c) Improves the problem solving activities rather than solving the actual problems.
 - (d) All the above.
 - (e) Only a and b.
9. According to the passage, need for change

- (a) is created by the joint diagnosis of the problem by the organisation and the consultant.
- (b) is created by the action programmes.
- (c) creates awareness of the strength and weakness of the present structure.
- (d) should emerge from the organisation itself.
- (e) occurs when the organisation fails to reach its goals.

TEST 6

Passage 1

Henry Ford grinned at his wife Clara, while wiping his grease-stained hands on a piece of cloth. His face was aglow with excitement. It seemed to tell his dame, "I have it, dear. Ready to be tested—All that it needs is your signal." Clara smiled while gently holding the cup with the gasoline, steady at an angle, so that the fuel could flow in at a regular pace. Ford whipped the engine out of its slumber by triggering the mechanism. The engine seemed reluctant to start. But, soon, it spluttered and as the fuel nudged, it roared loudly. The noise was deafening. Yet, to Henry and Clara it was sweet music. As soon as the engine was turned off, Henry ran into the outstretched arms of Clara. The two stood hugging each other, savouring the moment of success. Henry gently tilted Clara's face up and peered into her eyes. For a long time, they stood, almost mesmerised. Then Clara wriggled out, while gently reprimanding him for his dirty hands and the smears they had left on her cheeks where they had run freely. Did Henry cheer her, saying "These are the signs of my first triumph?" At least, that was his impression. Henry stood and admired the enigma which would revolutionise travel. His mind flashed back to the days of childhood. His father, a farmer at Michigan had eagerly looked forward to the birth of a son. He had his plans. He would help his son learn every thing about farming. He would direct the boy, equip him with the skill to tend plants to eliminate pests and weeds, to plough the field with the help of animals. He saw only one career for his son in fact that lay in farming.

Parental expectations have a distinct slant. Rarely ever do they provide for the natural proclivities of the progeny. By and large, they manage to have

their way. In the process they stifle the child's basic talent. It is only the exceptionally strong and the extremely confident among the offsprings who fly against the set by their parents and streak their path to glory. Henry Ford did just that. He showed even when he was about five, that machines and tools were the playthings with which he could spend hours. Time seemed to stand still for him when he played with them. He would rip open a tool that had a rusted nut; he would tear apart a mechanism, which had a broken axle. He would look around for a suitable replacement. He would oil the joints, get the stains all over his clothes, run into trouble with his mother for spoiling the clothes. But all the reprimands failed to mend his ways. He occasionally went with his father around the hoe and the mechanical plough, the tools of the trade. His father, often exasperated, pleaded, cajoled, shouted and screamed. These had only temporary impact. Henry's heart was not in farming.

Mechanical contraptions fascinated him. He would pick up a watch, gently prise the lid on the back, up with a thin wedge peer into it, watch the spring pulsating with life, and notice the wheels, which ran into each other, rotating at steady paces. The whole world for the little boy lay there. He often dismantled the watch, checked each part, understood its role in the complex assembly, got them together again after cleansing, dusting and oiling them. Henry offered to repair clocks and watches held by friends and neighbours. A neighbour joked, "Every clock in the village shudders when it sees Henry coming". At the age of 13, he went with his father to the neighbouring town of Detroit. On the way, he noticed—the steam locomotive. This was in 1876. Henry could not take his eyes off the machine. How smoothly did the locomotive chug along? Could he not try his hand at producing something that would move on roads? Something that won't need rails to glide along? He pleaded with the locomotive driver to wait for a few minutes. He ran over, waved his hand to the driver of the locomotive, which had come to a halt a little away at the station. The driver glared at the boy—Henry hailed him, politely requested him to explain how the locomotive worked. The driver did not know much. Yet, he decided he would amuse the boy. Henry heard with rapt attention, while the driver explained to him the main parts—the boiler, the pressure created in the boiler by water, heated by coal, the steam pressing the axles to turn the

wheels. Henry sought some clarifications. The driver found it rather beyond him to answer the boy. He shooed the boy aside, and got into the engine. Henry rushed back to his father. The two moved on, Henry still wondering about the machine he would produce once he grew up, that would help people move fast on roads.

For making that dream come true, he had to fly against his father's desire. That pained him. He loved his father, but he was not willing to mortgage his future. His mind was not in farming. He told his father bluntly that he was moving to Detroit to learn the trade of a mechanic. His father was aghast at the suggestion. Had the boy lost his head? The two stood their grounds. Fiery words flew around. The sparks of angry exchanges boomed. Then came the truce. The father gave his son reluctantly, the permission to go. There was a tiny ray of hope that the boy would come back to the sylvan settings, finally settle down at the farm. This hope sustained the old man. It was at Detroit that Henry sharpened his native talent. He would spend hours to understand the intricacies of every machine, which was assigned to him by the small firm where he was employed. Soon, he gained a reputation as a boy who could repair any machine. His reputation was matched by hard work. Henry knew that he was getting the insight into machines. He would soon break off, start work on the 'horse-less carriage' that he wanted to produce. He was finally earning enough to live in reasonable comfort. He fell in love with Clara Byrant. He was 25. Youthful desires were coursing through him. Yet he did not want to enter wedlock unless he was sure that Clara would share his dream.

The two sat together in a lonely place, while Henry detailed his future plans. He hinted that life would not be a bed of roses. His first love would always be machines. If she could share his enthusiasm, the two together could target for fame, wealth, and recognition. In other words, what he wanted of Clara was a multiple role. Not only should Clara be his wife, but his friend, critic, associate, my Woman Friday. That was not an easy role to play. However, Clara did not bat an eyelid. She responded with warmth to his proposal. The two decided to go through life hand in hand, creating a path that had never been trekked by others. It was hard work for Henry. During the day, he worked at the Edison Illuminating Company. At night, he huddled along with Clara, at the workshop, at the rear of their humble

house. Henry would have an assortment of old parts—many of them partly worn out, brought by him from the pile of discards—from which he wanted to fabricate an engine that would work on gasoline. He had read about a gasoline engine developed by Dr Nicolaus A Otto, of Germany. Henry did not miss the cue. If he could develop such an engine, he would have the horse-less carriage. He shared his excitement with Clara.

1. “Every clock in the village shudders when it sees Henry coming.” Why did Henry’s neighbour make this joke?
 - (a) Mechanical contraptions fascinated Henry.
 - (b) The whole world of the protagonist lay around machines.
 - (c) Henry had no interest in farming, as every other villager did.
 - (d) Henry always damaged all machines.
 - (e) None of the above.
2. The example of the engine driver is given by the author to elucidate which of the following character traits of Henry Ford?
 - (a) Inquisitive.
 - (b) Contemplative.
 - (c) Challenging.
 - (d) Perseverant.
 - (e) Intelligence.
3. The role of Clara in the success of Henry Ford can best be described in the following words:
 - (a) She was with him as a great support and a great friend.
 - (b) She was not exactly a part of his success.
 - (c) She should be given equal accolades for Ford’s success.
 - (d) Her role was minimal in his success.
 - (e) Cannot be derived from the passage.
4. “Horse less Carriage”—this was the dream of Henry Ford. He got a major cue from Dr. Nicolaus Otto. This cue was in the form of
 - (a) Material help which Mr. Otto gave him.
 - (b) The idea, which he got from Dr. Otto’s discovery.
 - (c) The confidence, which he got from Dr. Otto’s discovery.

- (d) None of the above.
 - (e) All of the above.
5. “while gently reprimanding him”. What is the attitude of Clara towards Henry?
- (a) She was angry with Henry because of the smears she was having on her face.
 - (b) She was reprimanding him because she did not like the gesture of her husband.
 - (c) This was a gesture that showed her happiness.
 - (d) Showed her condescending attitude towards Henry.
 - (e) None of the above.
6. What is the normal relation between parental expectations and the natural proclivities of the progeny, as per the passage?
- (a) They are often on different paths.
 - (b) Natural proclivities superimpose the parental expectation.
 - (c) They have no definite relation.
 - (d) Parental expectations build natural proclivities or, natural proclivities are inherent.
 - (e) They are mutually supportive.
7. According to the author, the sign of Henry Ford’s first triumph was:
- (a) Smears that were running freely on Clara’s cheeks.
 - (b) The loud noise which was triggered by the start of the engine.
 - (c) The testing of Ford’s invention.
 - (d) All of the above.
 - (e) None of the above.

Passage 2

Many scientists rely on elaborately complex and costly equipment to probe the mysteries confronting humankind. Not Melissa Hines, a behavioural scientist who is hoping to solve one of life’s oldest riddles with a toy box full of police cars, jigsaw puzzles and Barbie dolls. For the past two years, Hines and her colleagues have tried to determine the origins of gender differences by capturing on videotape the squeals of delight, furrows of

concentration and myriad decisions that children from 5 to 8 make while playing. Although both sexes play with all the toys available in Hines' laboratory at the University Of California, the experiments confirmed what parents and more than a few aunts, uncles and nursery school teachers already know. As a group, the boys favour sports cars and fire trucks, while the girls are drawn more often, to dolls and kitchen toys.

But one batch of girls defies expectation and consistently prefers boy toys. These youngsters have a rare genetic abnormality that caused them to produce higher levels of testosterone, among other hormones, during their embryonic development. On the average, they play with the same toys as boys, in the same ways and just as often.

Could it be that the high level of testosterone present in their bodies before birth has left a permanent imprint on their brains, affecting their later behaviour? Or did their parents knowing of their disorder, somehow subtly influence their choices? If the first explanation is true and biology determines the choice, Hines wonders, "Why would you evolve to want to play with a truck?"

Not so long ago, any career-minded researcher would have hesitated to ask such a question. During the feminist revolution of the 1970s, talk of inborn differences in the behaviour of men and women was distinctly unfashionable, even taboo. Men dominated fields like architecture and engineering, it was argued, because of social, not hormonal, pressures. Women had the vast majority of society's child rearing because few other options were available to them. Once sexism was abolished, so the argument ran, the world would become a perfectly equitable, androgynous place, aside from a few anatomical details.

But biology has a funny way of confounding expectations. Rather than disappear, the evidence for innate sexual differences only began to mount. In medicine, researchers documented about heart disease; what it does to women and that women have a more moderate physiological response to stress. Researchers found subtle neurological differences between the sexes, both in the brain's structure and in its functioning. In addition, another generation of parents' best efforts to give baseballs to their daughters and sewing kits to their sons, girls still flocked to dollhouses while boys clambered into tree forts. Perhaps nature is more important than nurture

after all. Even professional sceptics have been converted. “When I was younger, I believed that 100% of sex differences were due to the environment.” Says Jerre Levy, professor of psychology at the University of Chicago. Her own toddler toppled that utopian notion.

“My daughter was 15 months old, and I had just dressed her in her teeny little nightie. Some guest arrived, and she came into the room, knowing full well that she looked adorable. She came in with this saucy little walk, cocking her head, blinking her eyes, especially at the men. You never saw such flirtation in your life.” After 20 years spent studying the brain, Levy is convinced: “I am sure there are biologically based differences in our behaviour.”

Now that it is OK to admit the possibility, the search for sexual differences has expanded into nearly every branch of the life science. Anthropologists have debunked Margaret Mead’s work on the extreme variability of gender roles in New Guinea.

Psychologists are untangling the complex interplay between hormones and aggression. But the most provocative, if as yet inconclusive, discoveries of all stem from the pioneering exploration of a tiny 1.4 kg universe: the human brain. In fact, some researchers predict that the confirmation of innate differences in behaviour could lead to an unprecedented understanding of the mind. Some of the findings seem merely curious. For example, more men than women are left-handed, reflecting the dominance of the brain’s right hemisphere. By contrast, more women listen equally with both ears while men favour the right one. Other revelations are bound to provoke more controversies. Psychology tests, for instance, consistently support the notion that men and women perceive the world in subtly different ways. Males excel at rotating three-dimensional objects in their heads and females are better at reading emotions of people in photographs. A growing number of scientists believe the discrepancies reflect functional differences in the brains of men and women. If true, then some misunderstanding between the sexes may have more to do with crossed wiring than crossed tempers.

Most of the gender differences that have been uncovered so far are statistically speaking, quite small. “Even the largest differences in cognitive function are not as large as the differences in male and female height,”

Hines notes. “You still see a lot of overlap.” Otherwise, women could never read maps and men would always be left handed. That kind of flexibility within the sexes reveals just how complex a puzzle gender actually is, requiring pieces from biology, sociology and culture. Ironically, researchers are not entirely sure how or even why humans produce sexes in the first place. Why not just one—or even three—as in some species? What is clear is that the two sexes originate with distinct chromosomes. Women bear a double dose of the large X chromosome, while men usually possess a single X and a short, stumpy Y chromosome. In 1990s, British scientists reported they had identified a single gene on the Y chromosome that determines maleness. This master gene turns on a host of other genes to the complex task of turning a foetus into a boy. Without such a signal, all human embryos would develop into girls. “I have all the genes for being male except this one, and my husband has all the genes for being female,” marvels evolutionary psychologist Leda Cosmides, of the University of California at Santa Barbara. “The only differences is which genes got turned on.”

Yet, even this snippet of DNA is not enough to ensure a masculine result. An elevated level of the hormone testosterone is also required during the pregnancy. Where does it come from? The fetuses, own undecided testes. In those rare cases in which the tiny body does not respond to the hormone, a genetically male foetus develops sex organs that look like a clitoris and vagina rather than a penis. Such people look and act female.

The influence of the sex hormones extends into the nervous system. Both—males and females produce androgens, such as testosterone, and estrogens—although in different amounts. Men and women who make no testosterone generally lack a libido. Researchers suspect that an excess of testosterone before birth enables the right hemisphere to dominate the brain, resulting in left-handedness. Since testosterone levels are higher in boys than in girls, that would explain why more boys are left-handed.

Subtle sex-linked preferences have been detected as early as 52 hours after birth. In studies of 72 new-borns, University of Chicago psychologist Martha McClintock and her students found that a toe-fanning reflex was stronger in the left foot for 60% of the males, while all the females favoured

their right. However, apart from such reflexes in the hands, legs and feet, the team could find no other differences in the babies responses.

One obvious place to look for gender differences is in the hypothalamus, a lusty little organ perched over the brain stem that, when sufficiently provoked, consumes a person with rage, thirst, hunger or desire. In animals, it performs a sexual function and is somewhat larger in males than in females. But its size need not remain constant. Studies of tropical fish by Stanford University neurobiologist Russell Fernald reveal that certain cells in this tiny region of the brain swell markedly in an individual male whenever he comes to dominate a school. Unfortunately for the piscine pasha, the cells will also shrink if he loses control of his harem to another male.

Many researchers suspect that, in humans too, sexual preferences are controlled by hypothalamus. Based on a study of 41 autopsied brains, Simon Levay of the Salk Institute for Biological Studies in San Diego announced last summer that he had found a region in the hypothalamus that was on average, twice as large in heterosexual men as in either women or homosexual men. Levay's findings support the idea that varying hormone levels before birth may immutably stamp the developing brain in one erotic direction or another.

These prenuptial fluctuations may also steer boys towards more rambunctious behaviour than girls. June Reinisch, director of the Kinsey Institute for Researches in Sex, Gender and Reproduction at Indiana University, in a pioneering study of eight pairs of brothers and 17 pairs of sister ages 6 to 18, uncovered a complex interplay between hormones and aggression. As a group, the young males gave more belligerent answers than did the females on a multiple-choice test in which they had to imagine their response to stressful situations. But siblings who had been exposed in-utero to synthetic anti-miscarriage hormones that mimic testosterone were the most combative of all. The affected boys proved significantly more aggressive than their unaffected brothers, and the drug-exposed girls were much contentious than their unexposed sisters. Reinisch could not determine, however, whether this childhood aggression would translate into greater ambition or competitiveness in the adult world.

8. According to the passage, which of the following pairs is correct?

- I. Leda Cosmides, California University, Los Angeles.
 - II. Jerre Levy, Kinsey Institute, Indiana University.
 - III. June Reinisch, Chicago University.
 - IV. Melissa Hines, California University, Santa Barbara.
 - (a) I, II, III and IV
 - (b) I and III only
 - (c) II and IV only
 - (d) I and II.
 - (e) None of these.
9. According to the passage, which of the following statement is correct?
- (a) Hines work confirms that boys favour sports cars & fire trucks, while the girls are drawn more often to dolls & kitchen toys.
 - (b) Levy is sure that there are biologically based differences in our behaviour.
 - (c) Levy is correct that 100 per cent sex differences were only due to the environment.
 - (d) Both (a) and (b).
 - (e) (a), (b) and (c).
10. During the feminist revolution of the 1970s,
- (a) men dominated fields like architecture & engineering.
 - (b) women had the vast majority in society's child rearing field.
 - (c) men started showing interest in child rearing activities.
 - (d) both (a) & (b) above.
 - (e) None of these.
11. The human brain, according to the passage, weighs-
- (a) Less than 1.4 kg.
 - (b) 1.4 kg.
 - (c) More than 1.4 kg.
 - (d) 2.4 kg.
 - (e) Cannot be inferred or concluded from the passage.

12. Which of the following statements, according to the passage, is incorrect?
- (a) Males excel at rotating three-dimensional objects in their heads.
 - (b) Females prove better at reading emotions of people in photographs.
 - (c) More men, than women, are left handed, which shows the dominance of the brain's right hemisphere.
 - (d) Men are better at reading maps.
 - (e) None of these.
13. The psychologist Leda Cosmides, says—"I have all the genes for being male except this one, and my husband has all the genes for being female". What is she talking about?
- I. Women bear double doses of the large X chromosome.
 - II. Men usually bear a single X and a short stumpy Y chromosome.
 - III. There is a single gene on the Y chromosome that determines maleness.
 - IV. A master gene that turns a foetus into a boy, without which, all human embryos would develop into girls.
- (a) I & II only
 - (b) II, III & IV
 - (c) II & IV only
 - (d) III & IV only
 - (e) I, III and IV.
14. According to the researches, as given in the passage, more boys are left-handed because:
- (a) Testosterone levels are higher in boys than in girls.
 - (b) An excess of testosterone before birth enables the right hemisphere to dominate the brain, resulting in left handedness.
 - (c) Both (a) & (b) of the above.
 - (d) They are right brained.
 - (e) None of the above
15. In the studies of 72 new-borns, as done by the psychologist Martha McClintock of the University of Chicago, it was found that

- (a) A toe-fanning reflex was stronger in the left foot for 60% of the males, while all the females favoured their right.
 - (b) A toe-fanning reflex was stronger in the left foot for 60% of the females, while all the males favoured their right.
 - (c) Both of the above.
 - (d) Apart from the toe fanning reflex there were no major differences between boys and girls.
 - (e) Both a and d.
16. According to the passage, which of the combinations is correct?
- I. Hypothalamus is a lusty little organ perched over the brain stem.
 - II. Hypothalamus, when provoked, doesn't create any effect on the person with respect to his rage, thirst, hunger or desire.
 - III. Its size need not remain constant. (of the hypothalamus)
 - IV. Most probably, sexual preferences are also controlled by the Hypothalamus.
- (a) III & IV only
 - (b) I, III & IV
 - (c) All of the above
 - (d) I, II and III
 - (e) Only I and III

Passage 3

Organisations are made of people. Without people, there can be no organisation. Where people are involved, some learning always takes place. The learning may be good or bad, but it happens all the same. In other words, organisations can and do learn, since their people can and do learn. This ability of organisations takes the shape of strategic and competitive advantage, when you begin to consider that we compete in a world full of knowledge. Not just that, there is so much of knowledge getting added each day that it is almost impossible to compete on any other basis. For sure, financial prudence and soundness helps, but that is useful only if you can compete in the first place. It therefore makes eminent sense for organisations to create an environment where lots and lots of people learn

lots and lots of new things all the time. Yes, companies do recognise this, but they do mighty little about actually getting down to making it happen in big and continuous doses.

There is another completely different advantage of competing on learning. Organisational knowledge is the sum of many parts—the sum of many minds working together. This simply cannot be replicated by the competition. Why? The reason is quite simple. It is not possible to replicate the same set of circumstances and the same set of people existing in one company into another company. So, even if a few people leave and join forces with the competition, all is not lost. As a result, when discussions centre around return on investment, there is the invariable war cry for cost cutting. Such debates are common in corporate settings, and the outcome is invariably one-sided. Since the majority of costs relate to people, let's seize a hatchet and cut the headcount. Few, far too few, senior managers think about the incredible damage they are doing by taking such an approach. No one pauses to ponder over the loss of knowledge, human capital, and loyalty.

This is where the story of the titmouse becomes relevant. Alan Wilson, a zoologist and biochemist at the University of California at Berkeley, has been studying how animals learn. His research has established that there is a certain behaviour that enables primates and songbirds to share the position at the top of the table of evolved species.

Wilson's theory for accelerated anatomical evolution describes three characteristics that enable learning:

Innovation: As individuals and as a community, they have the ability to invent new behaviour. They are capable of developing skills that enable them to exploit and take advantage of their environment in newer and better ways.

Social propagation: Skills are propagated and transferred in a proper and established way to the entire community through direct communication, not genetically.

Mobility: Individuals of the species have the ability to move around. They use this ability to a tremendous extent. They flock and move in herds, instead of keeping to themselves like hermits.

To determine whether his theory would hold water, Wilson researched studies done on the British titmouse, a small songbird commonly found in Britain. The study is extremely revealing and goes thus: During the early part of this century, milk was distributed to the doors of British country houses in bottles without tops. The cream would settle at the top of the bottles. Two species of birds—the titmice and red robin, learned to siphon the cream from the bottles and get an enriched diet. This diet was obviously richer than other food the birds had. The digestive systems of these two species underwent a metabolism to cope with the extra nutrition. By the early fifties, the entire titmouse population had learnt how to pierce the aluminium caps and get to the cream. On the other hand, the red robins simply did not learn how to pierce the caps. There was a stray robin here and a stray robin there that had learned how to pierce the cap, but the species as a whole, simply failed to learn. In other words, the knowledge was simply, not passed to all red robins. What was the difference between the two species? Basically, the titmice underwent a remarkably successful process of institutional learning, while the red robins couldn't do so. This could not be explained as a difference in communicating ability. Both species possess the same range of ability to communicate. The difference lies in the process of social propagation—the manner in which titmice disseminate their skills between members of the community. And here is the difference. The titmice live in pairs (male and female) during spring season. They live thus until their brood grow big enough to fly and feed on their own. By the time summer arrives, the titmice can be seen hopping from one garden to another in flocks. Their propensity to flock is so powerful that the groups remain practically intact, roving the countryside. This movement pattern lasts through the summer.

On the other hand, red robins are highly territorial birds. They care for their young ones but have no ability to move as a community. They guard their turf jealously, and the only real communication that takes place is antagonistic and adversarial. Wilson concluded that birds that flock learn much faster. Moreover, everyone is able to learn. This greatly enhances their chances of survival, and speeds their evolution. The lessons for organisational learning from this study are profound, to put it mildly. How many organisations can you find where the communication is not

adversarial? Territorial behaviour and turf guarding are staple diets in corporate corridors. Most organisational structures, in fact, encourage this behaviour, albeit unknowingly. The results are the same, just think, organisational charts have boxes in which people are placed. They then have functions and divisions to make things worse. This is the perfect setting for the proliferation of bureaucracy and empire-building. No wonder Hammer and Champy describe this as “The Humpty Dumpty School of Organisational Management” in their book, “Re-engineering the Corporation”. Mobility comes from moving people across functions and divisions. That may be the easier of the two criteria. The tough one is social transmission. As long as corporations are organised around functional concepts, social transmission will take place in an antagonistic manner. Here lies the key, then: CEOs who continue to organise their structures by function are doomed to head unlearning organisations. Hey, even the humble titmouse has figured that out. What is preventing the lofty man from emulating the titmouse?

17. What is the relationship between people, organisation and learning?

- (a) Organisations are made up of people and where people are involved, even if they are bad, some learning takes place.
- (b) Organisational learning is brought about by many minds of many people working together.
- (c) Organisations are made up of people and the involvement of people evolves learning and this learning can lead to competitive advantage.
- (d) All of the above.
- (e) Both (b) and (c) but not (a).

18. The author talks of creating an environment of learning. Why is there a need for creating this type of environment?

- (a) The world in which the organisations exist is full of knowledge, so it is necessary to imbibe this knowledge.
- (b) The learning ability takes the shape of competitiveness and an environment is needed to combat this competitiveness.
- (c) An environment of learning is needed because in an organisational set-up, there are many minds working together.

- (d) All the above.
 - (e) (a) and (c) but not (b).
19. Which one of the following is not an advantage of competing on learning in an organisational set up?
- (a) The leaving and movement of a few people doesn't create much difference.
 - (b) Knowledge is added each day and this knowledge becomes the parameter on which one competes.
 - (c) Competition brings financial prudence and soundness.
 - (d) Everyone in the organisation is able to learn and thus, exchange his or her knowledge.
 - (e) Both (c) and (d).
20. "Let's seize the hatchet and cut the head count". What is the author trying to express?
- (a) Organisations stop all fresh recruitment to reduce costs.
 - (b) Organisations reduce the work force to cut costs.
 - (c) Both (a) and (b).
 - (d) Organisations focus on targets and cost cutting.
 - (e) None of the above.
21. What is the relation between Alan Wilson's study and organisational learning?
- (a) Alan Wilson's experiment illustrates the process through which all organisational learning takes place.
 - (b) There is no direct relationship between Alan Wilson's study and organizational learning.
 - (c) His study gives lots of lessons on organizational learning through a simple example of titmouse and red robins.
 - (d) Two of the above.
 - (e) All of the above.
22. "Titmice underwent a remarkably successful process of institutional learning, while the red robin could not do so" because:
- (a) Of difference in their communicating ability

- (b) Titmice move in groups.
 - (c) There is a difference in the method they use to propagate their skills.
 - (d) Two of the above.
 - (e) All of the above.
23. What is “the Humpty Dumpty School of Organisa-tional Management”?
- (a) An institute where organisational management is being taken care of.
 - (b) It is a remark on the adversarial communication in an organisation, which leads to bureaucracy and empire building.
 - (c) Organisations encourage bureaucratic and empire-building tempers by these forms of structure of the “Humpty Dumpty School of Organisation Management”.
 - (d) “The Humpty Dumpty School” is a hypothetical business school.
 - (e) A hilarious description of a management school.
24. Which one of the following is not a part of Wilson’s theory of accelerated anatomical evolution on primates and songbirds?
- (a) Their ability to invent new behaviour and capability of developing skills.
 - (b) Their ability of propagating their skills.
 - (c) Their staying in flock and possessing great mobility.
 - (d) All of these.
 - (e) None of the above.
25. What is the lesson which can be derived from the passage?
- (a) Company heads should not organise structures by function.
 - (b) Company heads should form learning organisations.
 - (c) Company heads should learn from the example of Titmouse and Red robins.
 - (d) All of the above.
 - (e) None of these.
26. What does the passage advise CEOs to do?
- (a) Emulate the titmouse and apply its principles.

- (b) Acquire the ideas of organisational management.
- (c) They should learn something about institutional learning.
- (d) They should become innovative and mobile.
- (e) Learn from successful experiments of other organisations.

Passage 4

TWO new books on Leonardo daVinci have covers that are almost identical. Both authors have pored over Leonardo's notebooks, and claim to take us inside the mind of the Renaissance giant. Yet one book, a surprisingly short one, paints Leonardo as a genius, whereas the other, a doorstep of a volume, presents him uncut, looking something of a fallen angel. Which Leonardo you choose depends on whether you prefer your heroes on or off their pedestal.

Martin Kemp, an eminent Oxford art historian and Leonardo scholar, has condensed what he calls Leonardo's "strange career" as an engineer and musician into a series of key moments. Writing his book in the Tuscan villa that was once home to a smiling housewife named Lisa, thought to be the model for the most famous painting in the world, Mr. Kemp warms to the ambience of the place before launching into the essential facts about the man. Yet, after an auspicious beginning, the book reads like a gallery guide to Leonardo, and this may be because Mr Kemp is organising a Europe-wide exhibition of Leonardo in 2006, called the Universal Leonardo Project. His is a convenient handbook for the show or for any of the 24 paintings he attributes to the artist, and the book is also worth buying for Mr Kemp's handy timeline and illustrated list of Leonardo's at the back. The prose, however, is more efficient than uplifting.

Charles Nicholl's long biography of the master is more gratifying to read, yet it ties itself in knots trying to follow every lead that Leonardo, his contemporaries and a legion of scholars have left behind. The author's goal is to show not the genius but, rather the man, and he does his best to drag Leonardo down to earth. He begins with an anecdote about a note of Leonardo's jotted in the margins of an exposition on geometry: he is stopping work, the note explains, because his soup is getting cold. More details follow about Leonardo's animal-loving vegetarianism and about his inability to get a job done on time. A Freudian analysis of Leonardo's

paintings of the Holy Family attempts to expose the artist's problems with father figures (Joseph is always absent, you see). And you learn more perhaps than you might wish about the homoerotic impulses in Leonardo's angels. That Leonardo, like Michelangelo and Botticelli, was homosexual is not news, but the lurid details of his love life may surprise some.

Such information would be more enlightening if it informed an analysis of how Leonardo became the great creative thinker we now consider him to be. Yet, the only clues about the development of Leonardo's exceptional mind come from the fact that he was the illegitimate son of a notary; as such, he was not allowed to follow in the family business and was therefore, spared a rigid education.

Instead, he was sent with his mother to live on a Tuscan farm. There, a deep love for nature was fostered, while his mind was able to develop, unfettered to an unusual degree. Leonardo was then apprenticed to a Florentine artist, Verrocchio, at a time when many artists were interested in the fashionable new technique of perspective and oil painting.

According to both books, Leonardo's fascination with engineering came from watching the construction of Brunelleschi's vast dome over the cathedral in Florence. Yet, other young artists who worked in Medici Florence had also turned their hands to everything, from painting to architecture and interior decoration. So what was special about Leonardo?

First, as Giorgio Vasari said in the 16th century, Leonardo had a "heretical" state of mind. So great was his curiosity about how things worked that he would believe only what had been proved empirically before his eyes. The clandestine dissections that got him in trouble with the pope flowed logically from a desire to learn how the body worked, the better to be able to render it in art.

Second, Leonardo was obsessed with birds, and claimed that his first memory was of being visited by a red kite in his cradle. Mr Nicholl constructs intricate theories about this, finding hidden bird patterns in the folds of the skirt of the "Madonna of the Rocks", among other places.

Mr Nicholl's book brings the reader no closer to the nature of Leonardo's genius, though a better understanding of the man, warts and all, does emerge—a subtler appreciation of a man, for instance, who devised war machines for the violent Cesare Borgia, yet also bought caged birds to set

them free. Leonardo's love of birds and his desire to "conquer the resistance of the air" is the lasting and original detail of this book. Metaphorically, Leonardo flew, because he was for ever asking why.

27. On the basis of which of the following does the author want us to decide our choice for a particular book?
 - (a) The desire to read Leonardo as a good character or a bad one.
 - (b) Which one of the writers was more effective.
 - (c) The contents of the book.
 - (d) Our personal preferences.
 - (e) Both a and d.
28. Which of these bring about the exact definition of Leonardo Da Vinci's character, according to Martin Kemp?
 - (a) Leonardo had a strange career.
 - (b) Leonardo's brilliance lay in his penchant for a variety of subjects.
 - (c) He is a genius in paintings.
 - (d) He is the subject of an exhibition—Universal Leonardo Project.
 - (e) None of these.
29. Which of these brings about the exact definition of Leonardo da Vinci's character, according to Charles Nicholl?
 - (a) He was a man who made mistakes and had weaknesses.
 - (b) He was a down-to-earth person.
 - (c) He was a perverted person, indulging more in narcissism.
 - (d) He was a rebel.
 - (e) None of the above.
30. According to the paragraph, homosexuality is not present in which of the following?
 - I. Botticelli
 - II. Michelangelo
 - III. Leonardo da Vinci
 - (a) only I
 - (b) I & II

- (c) II & III
- (d) only II
- (e) none of these.

31. Which of the following according to the passage, is not correct?

- (a) Leonardo believed only what was empirically proved.
- (b) Leonardo served as a trainee to Verrochio.
- (c) Leonardo was the son of a notary.
- (d) Leonardo had a historical bent of mind.
- (e) none of above.

TEST 7

Passage 1

JOHN CORNWELL, author of 'A New Life of Pope John Paul II,' would have made a fine devil's advocate when the pope's name is one day advanced for sainthood. Unfortunately, he will not be chosen, for John Paul II himself, some two decades ago, scrapped the custom of having a devout Catholic question the virtues of a candidate for beatification or canonisation. The old job of devil's advocate is now, in effect, performed by committee.

Devil's advocates were supposed to be fair-minded, and in the past, Mr. Cornwell, a prolific writer on Catholic matters, has at times been anything but fair. As he admits, "Hitler's Pope" (1999), his biography of Pope Pius XII, lacked balance. "I would now argue," he says, "in the light of the debates and evidence following 'Hitler's Pope', that Pius XII had so little scope of action that it is impossible to judge the motives for his silence during the war, while Rome was under the heel of Mussolini and later occupied by the Germans."

Chastened by this experience, Mr. Cornwell is now a better biographer. In this 'Life of John Paul II' he celebrates his subject's achievements as well as deplores the mistakes. The pope's heroism is affirmed. As a young would-be priest in occupied Poland, Karol Wojtyla was not intimidated by Nazi efforts to liquidate the Catholic clergy. A priest under Communism, he was again courageous. When the Soviet system imploded, "few would

dispute that the inexorable and bloodless process had been initiated by the Polish pope.”

Unfortunately, as Mr. Cornwell sees it, the siege mentality that enabled Polish Catholics to survive persecution has carried over into John Paul II’s papacy. The pope presents himself as a reformist in the spirit of the Second Vatican Council, and indeed, he reveals himself as such in many things—in “liturgy, focus on scripture, out-reach to the world, compassion for the poor and disenfranchised.” Overall, though, John Paul II is an authoritarian rather than a collegial pope, Mr. Cornwell says. He has centralised power in the Vatican where, in his dotage, it is increasingly exercised by reactionary cardinals.

Here the biographer almost gives way to despair. The astonishing feature of John Paul’s campaign against condoms has been the lack of public dissent by the bishops, even though many bishops privately disagree with the pope. The same, the author complains, goes for the pope’s stands on married clergy, homosexuality and women priests, and for his willingness to meet such sinners as George Bush (whose re-election chances were perhaps boosted) and Tariq Aziz, then Saddam Hussein’s deputy (thereby validating a deeply nasty regime). And by resolutely strengthening the centre during his papacy, Mr. Cornwell says, John Paul II has demoralized the periphery into sullen silence.

In referring to the “periphery”, Mr. Cornwell overreaches himself. He is really interested only in those of the world’s billion Catholics who are liberal westerners like himself. John Allen, an admirably objective American journalist, has a broader perspective. The pope he notes, has to ponder not just how something will play in Peoria, but also in Pretoria, Beijing and Sao-Paulo. Westerners, especially Americans, he notes, often want to do things in their own way, and see opposition from Rome as a form of oppression. But from Rome’s point of view it often seems the reverse—it is saving the rest of the church from being involuntarily “Americanised”.

Like John Paul II, members of the Curia, the Vatican bureaucracy, strive to “think in centuries”. They believe that the Catholic church will still be around when Communism and Nazism are footnotes in history books and when George Bush and Tariq Aziz and even John Paul II are forgotten.

They accept reform, but usually only after thinking about it long and hard. Mr. Cornwell's despair is premature.

1. Cornwell's account of Pope John Paul II can best be described as
 - (a) negative.
 - (b) balanced.
 - (c) flattering.
 - (d) sympathetic.
 - (e) critical.
2. According to the passage, what is the original name of the Pope John Paul II?
 - (a) Karol Wojtyla
 - (b) John Paul
 - (c) John Allen
 - (d) John Paul Allen.
 - (e) Can't be determined
3. Which of the following, in the light of the information given in the passage is not a negative side of the Pope?
 - (a) his stand on homosexuality.
 - (b) his meeting with Aziz.
 - (c) his stand on married clergy.
 - (d) his validation of women priests.
 - (e) none of the above.
4. According to the passage, what is true from among the following viewpoints of Cornwell?
 - (a) There are elements of heroism in the Pope.
 - (b) The Pope is not an authoritarian.
 - (c) The Pope should not be concerned with every country of the world.
 - (d) The Pope does not believe in the future.
 - (e) The Pope does not deserve to continue.
5. According to John Allen, why is there an instinct of opposition towards Americans, from Rome?

- (a) They do not want the values of the Americans to erode those of the church.
- (b) Because the Americans do not like Rome's interference in world affairs.
- (c) Both a & b.
- (d) Because they feel that Americans do not follow Christian values.
- (e) None of these.

Passage 2

When is a grid not a grid? It depends upon whom you ask. According to many in the computer industry, grid computing which roughly means the harnessing of the collective processing power of many computers in different places, is here today, and is already widespread. Yet according to others, grid computing, while promising, is still years away from becoming a reality. Who is right?

The problem is that “grid” has been co-opted as a buzzword and applied to a number of entirely different things. The term “grid computing” was originally coined by Ian Foster of America's Argonne National Laboratory in the late 1990s. He meant to draw an analogy between the supply of computing power and the supply of electricity, which is delivered along a wire, when you need it and with no need to worry about where it came from.

In 2002, Dr Foster drew up his own three-part definition of grid computing. A grid, he proposed, should co-ordinate computing resources that are not centrally controlled, rely on open standards, and provide more reliability than stand-alone machines. Alas for Dr Foster, his checklist immediately raised hackles within the computer industry, since much existing “grid computing” software fails to meet these criteria. Linking many small computers together to create a more powerful machine, for example, is not new, and is usually called network. For marketing purposes, however, some firms like to call it grid instead.

Similarly, grid is often confused, sometimes deliberately, for marketing reasons, with equally nebulous terms, such as utility computing, on-demand computing, autonomic computing and data-centre virtualisation. Behind all this terminology is the idea of continuously and automatically adjusting the

configuration of a corporate data-centre to meet the demands made on it. But Andrew Chien, a grid pioneer at the University of California at San Diego, notes that though useful, such approaches generally eschew the harder part of the grid vision, which requires automated sharing of computing resources between different organisations, not just within one firm.

A well-known example of the sharing of computing resources across the internet is SETI@home, in which over half a million people help to sift radio-telescope readings for evidence of extra-terrestrial life using a glorified screen-saver running on their PCs. Other similar projects, such as IBM's new World Community Grid, conduct medical research. But David Anderson, the director of SETI@home, rejects the grid label, preferring the term "public resource computing". Others call it "internet computing" or "cycle scavenging". While it is grid-like in some respects, this approach is very task-specific and is centrally controlled—so it is not truly grid.

Some firms, such as United Devices, sell proprietary software for cycle scavenging within a single company. Idle PCs can, for example, run drug-design software in a pharmaceuticals company or evaluate a derivatives portfolio for a financial-services firm. Early adopters of this technology claim impressive benefits. Yet since all the resources are controlled by a single organisation, purists argue that this is at best an "intragrid", just as an intranet is a private, internal version of the internet.

What of those deliberately decentralised systems, peer-to-peer file-sharing networks? Some of them, at least, operate using open standards, and they are certainly robust: repeated attempts to close them down have failed. But they do not count as grid computing either, since they are mostly storage and distribution systems, and do not perform general purpose data-processing.

Grid computing is not entirely fictional, however: scientists have been building grids on a national or even global scale for several years. A good example is the LHC computing Grid, which links large clusters and storage systems in 87 computer centres around the world, for the benefit of particle physicists. Another example is TeraGrid, an American effort to link nine large supercomputing centres for scientific use. Even within the academic arena, though, convergence towards common standards is slow, partly

because each grid project tends to reinvent the wheel. To tackle this problem, the European Union launched a major initiative called EGee this year, to provide a common grid infrastructure for scientists; America has a similar initiative.

The hope is that such projects will provide the first glimpse of “the grid”, a single global computing grid that will do for data processing what the world wide web did for online publishing. Wolfgang Gentzsch, a former grid guru at Sun Microsystems, who is now director of MCNC, North Carolina’s statewide grid initiative, says the term “grid” really refers to this ultimate goal, towards which today’s systems are merely stepping stones. But it would, he admits, be more accurate to refer to them as “grid-like” or using “grid technology”.

Constructing a single, global grid will mean solving difficult security, privacy and billing problems. Scientists have a tradition of sharing their results and resources, but others do not. Yet the hurdles are not so much technological as political, economic and terminological. The dream of a single grid, akin to the web in its simplicity and pervasiveness, still seems a long way off—as does agreement about what “grid” really means.

6. According to the passage, which of the following definition of clustering is correct?
 - (a) Harnessing of the collective processing power of many computers in different places.
 - (b) Linking of small computers.
 - (c) Maintenance of grids.
 - (d) Maintenance of small computers.
 - (e) None of the above.
7. According to the passage, a grid should not be mistaken as
 - (a) utility computing.
 - (b) on-demand computing.
 - (c) data centre virtualisation.
 - (d) Autonomic computing.
 - (e) All of the above.

8. According to the passage, which of the following benefit particle physicists?
- (a) LHC computing grid.
 - (b) United Devices.
 - (c) IBM.
 - (d) Argon National laboratory.
 - (e) SETI @ home.
9. What is the author's assertion in the passage?
- (a) Grid computing's biggest problem is that nobody knows for sure, what it is.
 - (b) Grid computing is the next big thing in computers.
 - (c) In the present scenario, it will be extremely difficult to put grid communication in practice.
 - (d) Grid computing is an unknown thing.
 - (e) None of the above.
10. Which of the following in the context of the passage, is correct?
- (a) Grid computing is not very far away from reality.
 - (b) The New World Community Grid conducts research on unidentified terrestrial subjects.
 - (c) EGEE provides common grid infrastructure for scientists.
 - (d) SETI @ home is a project for explaining the definition of grid computing to people.
 - (e) None of the above.

Passage 3

TOM WOLFE'S new novel about a young student, "I am Charlotte Simmons", is a depressing read for any parent. Four years at an Ivy League university costs as much as a house in parts of the heartland—about \$120,000 for tuition alone. But what do you get for your money? A ticket to "Animal House".

In Mr. Wolfe's fictional university, the pleasures of the body take absolute precedence over the life of the mind. Students "hook up" (ie, sleep around) with indiscriminate zeal. Brainless jocks rule the roost, while impoverished

nerds are reduced to ghost-writing their essays for them. The university administration is utterly indifferent to anything except the dogmas of political correctness (men and women are forced to share the same bathrooms in the name of gender equality). The Bacchanalia takes place to the soundtrack of hate-fuelled gangsta rap.

Mr. Wolfe clearly exaggerates for effect (that's kinda, like, what satirists do, as one of his students might have explained). But on one subject he is guilty of understatement: diversity. He fires off a few predictable arrows at "diversoids"—students who are chosen on the basis of their race or gender. But he fails to expose the full absurdity of the diversity industry.

Academia is simultaneously both, the part of America that is most obsessed with diversity, and the least diverse part of the country. On the one hand, colleges bend over backwards to hire minority professors and recruit minority students, aided by an ever-burgeoning bureaucracy of "diversity officers". Yet, when it comes to politics, they are not just indifferent to diversity, but downright allergic to it.

Evidence of the atypical uniformity of American universities grows by the week. The Centre for Responsive Politics notes that this year, two universities—the University of California and Harvard—occupied first and second place in the list of donations to the Kerry campaign by employee groups, ahead of Time Warner, Goldman Sachs, Microsoft et al. Employees at both universities gave 19 times as much to John Kerry as to George Bush. Meanwhile, a new national survey of more than 1,000 academics by Daniel Klein, of Santa Clara University, shows that Democrats outnumber Republicans by at least seven to one in the humanities and social sciences. And things are likely to get less balanced, because younger professors are more liberal. For instance, at Berkeley and Stanford, where Democrats overall outnumber Republicans by a mere nine to one, the ratio rises above 30 to one among assistants and associate professors.

"So what", you might say, particularly if you happen to be an American liberal academic. Yet the current situation makes a mockery of the very legal opinion that underpins the diversity fad. In 1978, Justice Lewis Powell argued that diversity is vital to a university's educational mission, to promote the atmosphere of "speculation, experiment and creation" that is essential to their identities. The more diverse the body, the more robust the

exchange of ideas. Why apply that argument so rigorously to, say, sexual orientation, where you have campus groups that proudly call themselves GLBTQ (gay, lesbian, bisexual, transgendered and questioning), but ignore it when it comes to political beliefs?

This is profoundly unhealthy *per se*. Debating chambers are becoming echo chambers. Students hear only one side of the story on everything from abortion (good) to the rise of the West (bad). It is notable that the surveys show far more conservatives in the more rigorous disciplines such as economics than in the vaguer 1960s “ologies”. Yet, as George Will pointed out in the Washington Post this week, this monotheism is also limiting universities’ ability to influence the wider intellectual culture. In John Kennedy’s day, there were so many profs in Washington that it was said the waters of the Charles flowed into the Potomac. These days, academia is marginalised in the capital—unless, of course, you count all the Straussian conservative intellectuals in think-tanks who left academia because they thought it was rigged against them.

Bias in universities is hard to correct because it is usually not overt: it has to do with prejudice about which topics are worth studying and what values are worth holding. Stephen Balch, the president of the conservative National Association of Scholars, argues that university faculties suffer from the same political problems as the “small republics” described in Federalist 10: a motivated majority within the faculty finds it easy to monopolise decision-making and squeeze out minorities.

The question is what to do about it. The most radical solution comes from David Horowitz, a conservative *provocateur*: force universities to endorse an Academic Bill of Rights, guaranteeing conservatives a fairer deal. Bills modelled on this idea are working their way through Republican state legislatures, most notably Colorado’s. But even some conservatives are nervous about politicians interfering in self-governing institutions.

Mr. Balch prefers an appropriately Madisonian solution to his Madisonian problem: a voluntary system of checks and balances to preserve the influence of minorities and promote intellectual competition. This might include a system of proportional voting that would give dissenters on a faculty more power, or the establishment of special programmes to promote views that are under-represented by the faculties.

The likelihood of much changing in universities in the near future is slim. The Republican business elite doesn't give a fig about silly academic fads in the humanities so long as American universities remain on the cutting edge of science and technology. As for the university establishment, leftists are hardly likely to relinquish their grip on one of the few bits of America where they remain in the ascendant. And that is a tragedy not just for America's universities but also for liberal thought.

11. In the passage, Tim Wolfe's novel, "I am Charlotte Simmons" could be at best described as
 - (a) hated.
 - (b) a mockery of the present American educational pattern.
 - (c) a funny book.
 - (d) a book dealing with diversity.
 - (e) a satire about educational institutions.
12. Which of the following, in the light of the information given in the passage, is not an explanation of diversity?
 - (a) Students coming from diverse regions.
 - (b) Students of the two genders.
 - (c) Getting admission on the basis of race/gender.
 - (d) Both (a) & (b).
 - (e) (a), (b) and (c).
13. The Madisonian solution according to Mr. Balch in the passage, speaks about
 - (a) a system of checks and balances.
 - (b) preservation of the minority influence.
 - (c) promotion of intellectual competition.
 - (d) all of the above.
 - (e) a system of proportional voting.
14. Which of the following is incorrect according to the passage?
 - (a) Political parties get donations from Universities.
 - (b) Diversity enhances speculation, experiment and creation.

- (c) Tom Wolfe's novel "I am Charlotte Simmons" is a great book for anybody.
 - (d) Universities are likely to change fact due to new legislation.
 - (e) None of the above.
15. Which of the following best describes the style of the author?
- (a) Empirical.
 - (b) Theoretical.
 - (c) Prosaic.
 - (d) Practical.
 - (e) Unplanned and diverse.

Passage 4

For most people, the family is the most sacred part of private life, and therefore, the bit they are keenest to keep the state away from. That is why the idea that the British government has a child-care strategy sounds so immediately repellent. Surely the state already encroaches far too far in our lives: do we really want it playing with our babies? Yet in this area, it is worth curbing a natural aversion to government interventionism: child-rearing is part of the state's business.

Children are the focus of much of the British government's current hyperactivity. It has targeted its anti-poverty measures at families with children and is now extending pre-school education and state-supported child care for working parents. It is also spending heavily on Sure Start, an expensive scheme focused on helping poor children.

The government has got into the nannying business for both good and bad reasons. The first bad reason is its determination to envelop everybody in the warm embrace of a Scandinavian-style welfare system. Its child-care policies are the sharpest illustration of the plan to extend tax funded benefits up as well as down the income scale by providing pre-school education for all and also, increasingly, keeping schools open after hours to offer child care to hard-pressed parents. In the background lies the idea that by providing the well-off as well as the poor with tax-funded benefits which they will want to hang on to, Labour will make it that much harder for a future Tory government to roll back the state.

The second bad reason is to get women out to work. The government has been pushing them in that direction for years, and providing child care will give them an extra shove. The government has a clear interest in getting mothers back to work—they will boost economic growth and tax revenue—but families, not governments, should decide whether mothers trade their time with their children for cash.

The only good reason for the state to intervene in child-rearing is that the youngsters themselves may benefit. If intervention substantially improves the prospects of the children concerned—and the gain must be substantial, to override the presumption that parents make the best parents—then that is justification in itself. Moreover, in that case, there would be further benefits for society at large. If children are troublesome, they make life hard for those they are taught with. If they grow up criminal, they will steal the cars of those who live near them. If they grow up ill-educated, they will contribute less to the economy.

Do pre-school programmes actually work? The answer is nuanced. While high-quality, part-time pre-school education (for three- and four-year-olds) seems to help children cope with school, dumping babies in nurseries all day long before they are one is also pretty clearly bad for them. So the government needs to temper its enthusiasm for universal child care and working mothers.

And what about targeting children whose parents are too poor, too reckless or too drugged to give them a decent up-bringing? Unfortunately, such schemes are not the panaceas they were once thought to be. Head Start, America's programme for pre-school education for three- and four-year-old disadvantaged children has consumed \$66 billion over four decades, and nobody really knows whether it has done any good. That is why the General Accounting Office has commissioned a large-scale study to answer the question. Sure Start, the version the British government is pushing, looks more promising—it starts earlier, is more intensive and involves mothers, which evidence suggests are all important—but as it rolls out, the British government needs to pay closer attention than Americas had to, whether this is a good way to spend money.

Those who fear letting governments further into their family life are rightly suspicious: governments are not to be trusted. Nor, sadly, are some parents.

If the state can act to improve children's prospects, and hence society's prospects too, it should. The government's child-care strategy is not wrong in principle, but ministers also have to show that it will work, and that remains to be seen.

16. Why according to the passage, should the government not interfere in child rearing?
 - (a) because only mothers can understand babies.
 - (b) because as it is the government has too much to handle.
 - (c) family is a holy part of one's private life.
 - (d) the government simply does not have resources for it.
 - (e) none of the above.
17. Which of the following is/are the feature(s) of the child-care scheme that are described by the author as detrimental one(s)?
 - (a) It engulfs everyone in the welfare system.
 - (b) It wants women to go and work outside.
 - (c) Either (a) or (b).
 - (d) Both (a) and (b).
 - (e) Neither (a) nor (b).
18. Which of the following in the context of the passage, is correct?
 - (a) Sure start is a cost friendly scheme to help poor children.
 - (b) Child care policies will curb benefits from tax funds.
 - (c) Women must work to encourage economic growth and tax revenue.
 - (d) Women should leave child rearing responsibilities to the govt.
 - (e) None of the above.
19. What according to the author, is the way through which the government's child care programmes be really beneficial?
 - (a) The people who actually run them should be responsible.
 - (b) Pumping in more money into programmes such as Sure Start.
 - (c) Educating parents on the necessity of such programmes.
 - (d) Involving women to run such programmes.
 - (e) None of these.

20. Which of the following best describes the author's stand on child-care strategies by the government?
- (a) supportive.
 - (b) critical.
 - (c) sarcastic.
 - (d) philosophical.
 - (e) Balanced.

TEST 8

Passage 1

Penetrating studies carried out so far suggest conclusively that the human brain is the most unexplored and mystifying territory which would baffle scientists for quite a long time yet. Dr. V. S. Ramachandran, Professor and Director of the Center for Brain and Cognition at the University of California, Santiago, in his recent presentation of the subject at the Apollo Hospital, gave some tantalizing glimpses of the ways in which the brain behaves and responds for dictating behaviour and which he has dealt with in absorbing detail in his 'Phantoms in the Brainwidth' with his co-author, Sandra Blakeslee. The picture which emerges is of a mocking, teasing presence inside the human head, submitting itself to the exacting demands of Einsteins on the one hand and remaining hopelessly beyond the reach of morons on the other. If, as Dr. Ramachandran has pointed out, India's achievements have ranged from the realistic to the abstract, it is an indication of the powers locked up in the brain which could throw up glittering images of the cosmic dance of Shiva brought to life in sculptures.

The diverse creativity of the human brain has enriched the world with discoveries spreading from that of the Copernican theory which replaced Earth and the planets by Sun as the center of the universe much to the indignation of the Roman Catholic Church, to the Theory of Relativity. It has led to the flight of imagination from the plays of Shakespeare to the writings of Boris Pasternak who had kept alive the longing for freedom in the Soviet Union even while remaining silent for nearly twenty years. However, it could go haywire and throw up hallucinations that are "more real than reality." A great deal which yet remains to be known about the

brain is about its right and left “hemispheres” with the former having a much broader “searchlight” than the latter. While the left hemisphere is concerned with speech, language and semantics, the right is projected by Dr. Ramachandran as the “intellectual” half for taking care of the “more subtle aspects of language, such as nuances of metaphor, allegory and ambiguity”. Any damage to either of the hemispheres could affect proper brain coordination which would look strange and despairing to a normal person. One of the lessons that are taught in elementary physics is that the image in a mirror is “as far away from the mirror as the object is in front of it.” Dr. Ramachandran mentions the case of mentally ill patients who take this description literally and try to reach the image on the other side of the mirror as the result of the inability to distinguish the real object from its image. It is an instance of a brain suffering from a disturbance to its intricately placed perceptions.

Among the oft-mentioned instances of the strange manifestations of the brain is the still very little understood mathematical genius of Srinivasa Ramanujan. The world would never have known him but for the equations mailed to the Cambridge mathematician G.H. Hardy who was initially inclined to dismiss them as scribblings of a “crackpot”. It was perhaps another case of the brain taking over at the right time when Hardy thought again of the equations and saw that no one else except Ramanujan had the imagination so far to think about them. The equations which could well have remained as just jottings on a piece of paper as they might have to most, were coming alive to Hardy to put him on a trail blazed by Ramanujan. If the brain is a teaser, it could be because it is very demanding on the geniuses who have blazed and would continue to blaze new trails in their chosen disciplines. The brain, which intrigued the caveman with images on the wall thrown up by the sunlight, continues to tease today’s cosmonauts with the beckoning, expanding space. The real wonder here, however, is the brain that comprehends it all.

1. Which of the following sentences is true, according to the passage?
 - (a) Dr. Ramchandran’s conclusion about the functioning of the brain is abstract.
 - (b) The abstraction focuses on the life in sculptures.

- (c) To draw inference about the exact reaction of the brain towards different emotions is intricate.
 - (d) Scientists have completely worked out the brain's intricate processes.
 - (e) None of these.
2. Which of these incidents show the functioning of the brain in a wide spectrum?
- (a) That it leads to the flight of imagination as in the plays of Shakespeare.
 - (b) It can throw up things as diverse as the theory of relativity and hallucinations 'more real than reality', at the same time.
 - (c) That the two hemispheres of the brain scrutinize very minutely, the different sundry affairs.
 - (d) Both (a) and (b).
 - (e) None of the above.
3. Which of the following sentences is incorrect, according to the passage?
- (a) The brain of mentally ill patients fails to discern the real object from its image.
 - (b) The brain of mentally ill patients takes the description of Dr. Ramchandran very seriously and tries to realize it literally.
 - (c) The brain of mentally ill patients, due to its improper perception, has semantic confusion.
 - (d) All of the above.
 - (e) Only (b) and (c).
4. What probably could be the reason for the final selection of the equations of Ramanujan?
- (a) Mr. G.H. Hardy, to whom the equations were sent, was courteously requested by Ramanujan for his kind consideration.
 - (b) The second hemisphere of G.H. Hardy's brain had become active and therefore, perceived the ingenuity of the material, which he had rejected initially.

- (c) Later on, the equations were considered in consonance with the methodology of Mr. Hardy.
- (d) Both (a) and (b).
- (e) None of these.

Passage 2

There are a few instances of diseases that have laid waste, huge tracts of forests throughout India. Caused mainly by pathogens and pests, these diseases are deadly and are capable of wiping out entire forests and plantations, causing immense economic as well as ecological loss.

Meanwhile, forest pathologists and entomologists are grappling with new maladies that are surfacing almost every year. But with meagre resources and just a few experts working on the issue, things are heading virtually towards a cul-de-sac.

Moreover, no assessment has been made so far to quantify the devastation. While large chunks of forests fall prey to maladies, it is also an opportunity for some politicians and timber merchants to cash in on it. Research and documentation on forest disease, particularly on forest pathology, began in India way back in 1929, by pioneering pathologists KD Bagchi and BK Bagchi. Although it has been eight decades since then, not much headway has been made in this direction. The forestry sector today is ailing due to its misplaced priorities, resource crunch, and mismanagement. “Forest management lacks scientific approach”, says Surendra Kumar, director of the Himalayan Forest Research Institute (HFRI), Shimla.

The scientific community involved with forest diseases is today a dispirited lot. With only a few stalwarts left in this field, forest disease is a neglected area of research. Moreover, bureaucracy is increasingly taking over the scientific institutions and scientists in most of these institutes are a marginalized group.

To top it all, there are no institutions dedicated to forest diseases. Although the ministry of environment and forests is the facilitator for such research, it is not paying enough attention to promote scientific research of forest diseases. In fact, government’s lackadaisical approach came to the fore with the Sal borer epidemic in Madhya Pradesh in 1998. While forest bureaucracy slept, the beetles merrily continued to wipe out entire tracts of

precious Sal forests. Eventually, with no solution in sight, thousands of valuable trees were hacked. There were also allegations that the Sal tragedy was a chance for the timber mafia in the state to cash in on timber through the legal loophole, with the nexus of politicians.

Today, things haven't changed one bit. India's forest department and research institutes have yet to formulate contingency plans to face any assault of similar dimensions.

Forest diseases are elusive. Although experts claim that they know quite a lot about forest diseases, there are still aspects of the maladies that are not completely understood. Says R.S. Bhandari, entomologist in the Forest Research Institute (FRI), Dehradun, "We know about all the important pests and insects, their life cycles and their development. But there are a few diseases which remain an enigma." According to Jamaluddin, head of the pathology department in the Tropical Forest Research Institute (TFRI), Jabalpur, "Due to micro climatic changes, we are discovering new aspects of the same disease every year. Diseases have also increased manifold." Another FRI scientist points out that although forest diseases are increasing, there is no study to estimate the economic and ecological damage caused by these pests and pathogens.

Varying with different geophysical regions and climatic conditions, pathogens and pests are essentially responsible for the tree maladies and their mortality. When the pristine, natural and mixed forests existed, forest diseases acted as a natural control measure to check the proliferation of a particular species that could threaten the balance of the ecosystem. Perhaps, this is why forest diseases paled into insignificance in the past. But today, with shrinking forests and increasing monoculture plantations, any outbreak of disease takes on a virulent form.

To top this, changed climatic and forest patterns and environmental pollution have given rise to newer forms of forest diseases. While trees are forced to take an additional load of human induced environmental changes, the introduction of monoculture has substantially increased the problems. Whatever little we know about forest diseases today come primarily through mycology, the study of forest pathogens. Mycology explains that the prime pathological reasons for forest disease are fungi, bacteria and viruses. "Among these, fungi play a major role, while the other two are

relatively less significant. There are 150 to 200 major pathological infections in central India. Out of these, only five per cent are bacterial. The rest are fungal,” says Jamaluddin.

Most of these pathogens stay close to a tree, waiting for a chance to infiltrate. Their entry points are small openings or wounds in the tree. However, invasion is not always easy. Like human beings, trees also have antibodies that fight anything alien. In case of invasion from the trunk of a tree, the sapwood acts as shield and secretes enzymes to fight pathogens. But when attacked and conquered, there are tell tale signs in the form of knotty growths or fruit bodies that are extensions of the fungi in the tree.

5. Which of the following is not happening according to the author of the passage?
 - (a) Prioritizing forest management and weeding out maladies have become a question of concern for the forest professionals.
 - (b) Research and Documentation work on the forest pathology is being carried out simultaneously to estimate the spoilage.
 - (c) The scientific community is feeling increasingly dispirited with the enigmatic behaviour of the forest pathogens.
 - (d) All of these.
 - (e) Both (a) and (b).
6. With which of the following is the author most likely to agree with?
 - (a) There needs to be a more coordinated effort towards dealing with forest diseases in India.
 - (b) There is a likelihood of another forest disease epidemic, similar to the Sal Borer epidemic, spreading in the country.
 - (c) The ministry responsible should take up a more serious view towards research in forest diseases.
 - (d) All of these.
 - (e) Both (a) and (b).
7. Which of these incidents discourages the government to formulate any kind of concrete plans?
 - (a) The prevalence of malpractices such as the alleged nexus of politicians with some of the forest officials.

- (b) The government is not able to work in concomitance with specialists, like entomologists & pathogenists.
 - (c) India lacks specialists in this area of forestry.
 - (d) The surfacing of new maladies every year.
 - (e) None of these.
8. Which of these statements cannot be inferred from the passage?
- (a) It is possible that the timber mafias could spread their network with help from vested interests in the political and bureaucratic brass.
 - (b) There are hardly any committed institutions in India, for the promotion of research in forest diseases in India.
 - (c) With the variation of different climatic conditions, pests responsible for forest tree degradation, disappear.
 - (d) Forest disease research has slowed down considerably.
 - (e) None of these.
9. The discussion on the present condition of forest diseases proves that _____
- (a) hitherto, forestry has been a neglected area of research.
 - (b) a lot more needs to be done by the government for sustaining the ecological balance.
 - (c) there must be a cooperative endeavour by scientists, government officials, and politicians to weed out the possibilities of forest diseases.
 - (d) Both (b) and (c).
 - (e) None of these.

TEST 9

Passage 1

Why do the vital organs of the body slow down on aging? Why do older people experience sleep disorders? A new study holds the molecular machinery of the “master clock” in the brain responsible for such malfunctions during old age. The study conducted by researchers at the University of Virginia and reported in the journal ‘Proceedings’ of the

National Academy of Sciences, compares the working of the vital organs to a wall full of clocks with a large dominant clock controlling the synchronization of the peripheral clocks. The big clock continues to keep time, but, as it ages, its connecting signal to the smaller clocks weakens. Some of the smaller clocks eventually become desynchronized and some stop running. This weakening of the signal, rather than a problem with the central timekeeper itself, apparently is the cause of alterations in the biological timing system in aging mammals—possibly including humans, according to the researchers. This may explain why older people experience sleep disorders—the signal from the master clock in the brain has weakened, even as it keeps on ticking. This weakened output causes some of the peripheral clocks in other organs to eventually stop oscillating or to fall out of proper sync, causing sleep disruption and malaise, the report says. Lack of sleep can affect more than a person's level of alertness. In the long term, it can disrupt the body's metabolism, affect eating cycles, lead to declining cognitive abilities and possibly, a shortened lifespan. Sleep disorders are also associated with Alzheimer's disease. Gene D. Block, professor of biology and one of the study's lead researchers, was quoted in the report as saying, "Our new finding demonstrates that the molecular machinery of the master clock continues to function normally. Taken together with our earlier studies, this suggests that there may be an age-related failure of the conversion of the clock's molecular rhythm into the electrical or humeral signals that the brain uses for communication. These weakened central signals may fail to keep some peripheral clocks appropriately synchronized or, in some cases, even rhythmic." The scientists studied tissues from the brain and other organs of older mice and measured the activity of a gene that is a part of the biological clock. They found that the central clock in the brain, the suprachiasmatic nucleus, maintained proper periodicity and synchronization. Clocks in some peripheral organs, such as the liver and kidney of older animals, were either improperly synchronized or had lost rhythm entirely. "This new knowledge could eventually lead to new therapies for age-related desynchronization," Block said. "Arrhythmic or improperly synchronized tissues of old animals could possibly be stimulated by a treatment to oscillate normally."

1. Which of these factors is held responsible for the slowing down of the vital organs in old age, as laid down in the passage?
 - (a) Molecular machinery of the master clock and the peripheral clocks in the brain.
 - (b) Master clock in the brain.
 - (c) Weakening of the signals from the master clock in the brain.
 - (d) Arrhythmic oscillations of tissues of old animals.
 - (e) Sleep disorders.
2. Which of the following sentences is incorrect, according to the passage?
 - (a) The connecting signals of the big clock fail, as it ages.
 - (b) Alterations in the biological timing system are restricted to lower mammals only.
 - (c) The brain uses humeral signals, which are converted from the clock's molecular rhythm.
 - (d) Both (b) and (c).
 - (e) None of these.
3. What was the breakthrough achieved, as a result of the scientist's effort?
 - (a) The discovery of the fact that the clocks in some peripheral organs were either improperly synchronized or had lost their rhythm completely.
 - (b) The knowledge that the oscillation is necessary to maintain a person's level of alertness.
 - (c) The observation that the brain uses humeral signals for communication.
 - (d) Both (a) and (b).
 - (e) None of these.
4. Which of the following sentences is true, in the context of the passage?
 - (a) The brain of a guinea pig was used for the tissue experimentation.
 - (b) Declining cognitive abilities may be traced to sleeplessness.

- (c) The big clock is directly synchronized to smaller clocks through tissues.
 - (d) There is likely to be an age-related failure of the conversion of the master clock's molecular rhythm into electrical or humeral signals.
 - (e) Both (b) and (d).
5. Which of the following sentences is incorrect, according to the passage?
- (a) There is a similarity in the functioning of the brain and the vital organs of the human body with that of a wall full of clocks and the big clock synchronizing them.
 - (b) The molecular machinery of the brain is responsible for the entire malfunctioning occurring at older ages.
 - (c) The study of tissues from the brain and other organs of mice helped scientists discover that even though the suprachiasmatic nucleus maintained time properly, the clocks in the peripheral organs were either out of sync or had lost rhythm entirely.
 - (d) (b) and (c).
 - (e) None of these.
6. What appears to be true, in the context of new findings?
- (a) Sufficient information about the bipolar disease is necessary to ward off desynchronization.
 - (b) Age related failure hampers the synchronization of the peripheral clocks in the respective organs.
 - (c) Alzheimer's disease and sleeping disorders have a similar impact upon the human mind.
 - (d) Only (b) and (c).
 - (e) Only (a) and (b).
7. Alterations in the biological clock of ageing mammals are due to _____.
- (a) desynchronization of smaller clocks.
 - (b) destabilization of molecular machinery.
 - (c) arrhythmic functioning of the old tissues.

- (d) Both (a) and (c).
- (e) None of these.

Passage 2

It wasn't every day that Patricia Torres raced down the streets of Miami at 70 m.p.h. But then it wasn't every day that her daughter Nicole Cabezas hallucinated wildly, trying to jump out of the car, pulling off her clothes and ranting that people were following her, so this seemed like a pretty good time to hurry. Nicole, 16, had been having problems for a while now—ever since she was 14—and began closeting herself in her bedroom, incapable of socializing or doing her schoolwork, and contemplating suicide. The past few months had been different, though, with the depression lifting and an odd state of high energy taking its place. Nicole's thoughts raced; her speech was fragmented. She went without sleep for days at a time and felt none the worse for it. She began to suspect that her friends were using her, but that was understandable, she guessed, since they no doubt envied her profound gifts. "I was the center of the universe," she says quietly today. "I was the chosen one." Finally, when the chosen one was struck by violent delusions—the belief that she had telekinetic powers, that she could change the colors of objects at will—Torres decided it was time to take Nicole to the hospital. Emergency-room doctors took one look at the thrashing teenager, strapped her to a gurney and began administering sedatives. She spent two weeks in the hospital as the doctors monitored her shifting moods, adjusted her meds and talked to her and her parents about her descent into madness. Finally, she was released with a therapy plan and a cocktail of drugs. Six months later, doctors at last reached a diagnosis: she was suffering from bipolar disorder. While emotional turmoil is part of being a teenager, Nicole Cabezas is among a growing cohort of kids whose unsteady psyches do not simply rise and fall now and then but whipsaw violently from one extreme to another. Bipolar disorder—once known as manic depression, always known as a ferocious mental illness—seems to be showing up in children at an increasing rate, and that has taken a lot of mental-health professionals by surprise. The illness until recently, was thought of as the rare province of luckless adults—the overachieving businessman given to sullen lows and impulsive highs; the underachieving uncle with the mysterious moods and the drinking problem; the tireless

supermom who suddenly takes to her room, pulls the shades and weeps in shadows for months at a time. But bipolar disorder isn't nearly so selective. As doctors look deeper into the condition and begin to understand its underlying causes, they are coming to the unsettling conclusion that a large number of teens and children are suffering from it as well. The National Depressive and Manic-Depressive Association gathered in Orlando, Fla., last week for its annual meeting, as doctors and therapists face a daunting task. Although the official tally of Americans suffering from bipolar disorder seems to be holding steady—at about 2.3 million, striking men and women equally—the average age of onset has fallen in a single generation from the early 30s to the late teens. And that number doesn't include kids under 18. Diagnosing the condition at very young ages is new and controversial, but experts estimate that an additional 1 million preteens and children in the U.S. may suffer from the early stages of bipolar disorder. Moreover, when adult bipolars are interviewed, nearly half report that their first manic episode occurred before age 21; 1 in 5 says it occurred in childhood. “We don't have the exact numbers yet,” says Dr. Robert Hirschfeld, head of the psychiatry department at the University of Texas in Galveston, “except we know it's there, and it's under diagnosed.” If he's right, it's an important warning sign for parents and doctors, since bipolar disorder is not an illness that can be allowed to go untreated. Victims have an alcoholism and drug-abuse rate triple that of the rest of the population and a suicide rate that may approach 20 per cent. They often suffer for a decade before their condition is diagnosed, and for years more before it is properly treated. “If you don't catch it early on,” says Dr. Demetri Papolos, research director of the Juvenile Bipolar Research Foundation and co-author of *The Bipolar Child* (Broadway Books, 1999), “it gets worse, like a tumor.” Heaping this torment on an adult is bad enough; loading it on a child is tragic.

8. What prompted Nicole to act wildly and jump out of the car?
 - (a) Nicole never wanted to be administered sedatives and therefore, she scuttled off to escape medication.
 - (b) Nicole was mentally retarded and therefore, she had to be kept under a strong vigil.

- (c) Nicole, out of wild hallucination, had the habit of reckless running, which compelled her mother to chase her.
 - (d) Her hallucinations which put her in an odd state of high energy.
 - (e) None of these.
9. Which of the following sentences is true, according to the passage?
- (a) Patricia's fragmented speech was conceivable.
 - (b) Nicole suspected her friends of envying her gifts.
 - (c) Patricia had telekinetic powers, with which she could change the colors of objects at her will.
 - (d) Torres was suffering from a bipolar disorder.
 - (e) Both (b) and (d).
10. Which of the following sentences is incorrect, as laid down in the passage?
- (a) Doctors took a little time to diagnose Nicole's condition.
 - (b) Bipolar disorder can be treated.
 - (c) Bipolar disorder took every health practitioner by surprise.
 - (d) The increasing rate of bipolar disorder in children has taken mental health professionals by surprise.
 - (e) None of these.
11. Bipolar disorder seems to have affected_____ .
- (a) Children
 - (b) Adults
 - (c) Both (a) & (b)
 - (d) Septuagenarians
 - (e) All of (a), (b) and (d) alike.
12. Which of the following sentences is incorrect, according to the passage?
- (a) Bipolar disorder can affect any teenager.
 - (b) Victims of bipolar disorder are prone to alcoholism and drug abuse.
 - (c) Bipolar disorder is just manic depression and not a mental illness.
 - (d) Bipolar disorder is increasingly striking children.

- (e) None of these.
- 13. Which of the following sentences is incorrect, as per the passage?
 - (a) Nicole was administered alkaloids as first aid, in hospital.
 - (b) It is tough to diagnose bipolar disorder in its nascent stage.
 - (c) Support of parents and relatives is a must to restore a patient's psychic equilibrium.
 - (d) Both (a) and (c).
 - (e) None of these.
- 14. Why is bipolar disorder considered to be serious?
 - (a) Because the victims can change color at will.
 - (b) Because the victims are prone to violent delusions.
 - (c) Because mental health professionals could not conclude as to who could be a victim.
 - (d) As victims of bipolar disorders have a very high rate of alcoholism, drug abuse and suicide, it is a serious mental illness.
 - (e) Both (b) and (d).
- 15. Which of the following sentences can be inferred from the passage?
 - (a) Since bipolar disorder is not considered to be a mental illness by the health practitioners, it should therefore be allowed to go untreated.
 - (b) Doctors are intrigued about the selective criteria of the disease.
 - (c) Impulsive gentlemen are more prone to bipolar disorders.
 - (d) The increasing rate at which bipolar disorder is afflicting younger people is a cause for concern.
 - (e) None of these.

Passage 3

You reach Harvard University's biological anthropology department by climbing five flights of fusty wooden stairs in the Peabody Museum in Cambridge, Mass. It's an old building, haunted by the remnants of long lost tribes and the ghosts of an era when anthropologists thought nothing of collecting the paraphernalia of ancestor worship, not to mention the bones of the ancestors themselves. But it's not bones that have brought me to the Peabody today. I've made the climb to meet Carole Hooven, a young

graduate student in biological anthropology, and Richard Wrangham, one of the world's leading experts on chimpanzee behavior. They want to show me a collection of what look like sturdy but quite ordinary sticks. These lengths of wood have a special meaning for Hooven and for science, especially the stick that's shaped like a divining rod with a crook at the end. The last time she saw it, in January 1999 in Uganda's Kibale forest, it was in the hands of a big male chimp called Imoso who was using it to beat mercilessly, a female named Outamba. As a woman, Hooven felt sick at heart at the violence directed at the smaller chimp. But as a scientist, it exhilarated her. She had never read about anything like this. Trembling, she rushed back to camp to report to Wrangham. He listened in silence and then shook her hand. This was a historic moment. While there are a few scattered accounts of chimps wielding sticks against prey or predators, no one before had ever seen a wild animal repeatedly, unambiguously—and with malice and forethought—use a tool as a weapon against its own kind. Until now, devising tools to inflict pain and death seemed to be something only humans did. To be sure, lots of animals use tools. Sea otters employ rocks to crack open shellfish. Crows in New Caledonia extract insects from foliage with twigs—or even bent wire—held in their beaks. Chimps will use sticks and stones for all sorts of purposes, including flailing and throwing them to impress rivals. But for all the theatrics of these so-called threat displays, no one before now had ever seen an ape use a stick to beat another ape. There are sound evolutionary reasons for this. Predators don't need weapons; they are weapons. During internecine wars, chimps will rip one another apart with their teeth and hands. Indeed, a good deal of evolutionary ingenuity has gone into the development of greeting and submission rituals to ward off lethal aggression. Which is why Imoso's crooked club raised so many questions. Where did his behavior come from? Was it something chimps learned from humans, or was it behavior they developed on their own? Whatever the answer, I knew I had to find a way to get to Kibale. For me, seeing is knowing. I wanted to talk to the human witnesses and, if possible, meet the chimps themselves. When an opportunity to go to East Africa arose in 2001, I called Wrangham, who graciously invited me to stop by Kibale and gave me directions. He might have been guiding me to the local Starbucks: "Get to Fort Portal," he said, as though this was the easiest thing in the world, "and find the cab stand.

They all know the way.” As it turned out, that was all I needed to know. I arrived in Kibale one evening just as the sun was setting and introduced myself to Kathi Pieta, a graduate student who ran the research station. Over dinner, she told me a bit about the local chimp community. The so-called Kanyawara group consisted of about 50 chimps, including about 10 adult males and 17 adult females. Imoso was the top dog. Young and very aggressive, he was not very popular with the human observers, and his reputation did not improve with the discovery that he was a wife beater. The best description of the first attack comes from Hooven’s field notes. Imoso had been trying to get at Outamba’s infant Kilimi, but Outamba fended off his efforts. This seemed to enrage Imoso, who began kicking and punching Outamba. To protect her baby, she turned and exposed her back to Imoso’s fists. Here is how Hooven described what happened next: “MS [Imoso] first attacks OU [Outamba] with one stick for about 45 seconds, holding it with his right hand, near the middle. She was hit about 5 times ... he beat her hard. (The stick was brought down on her in a somewhat inefficient way ... MS seemed to start with the stick almost parallel to the body and bring it down in a parallel motion. There was a slight angle to his motion, but not the way a human would do it for maximum impact.)” After resting for a minute, Imoso resumed the beating, this time with two sticks, again held toward the middle. Imoso then began hurting Outamba in a number of creative ways, at one point hanging from the branch above her and stamping on her with his feet. To Hooven, the attack seemed interminable. Toward the end, Outamba’s daughter Tenkere, 2, rushed to her aid, pounding on Imoso’s back with her little fists. But the trouble didn’t stop there. Imoso’s behavior was observed by other chimps in the community, and he may have inspired imitators. In July 2000, Pieta watched as Imoso’s best friend, Johnny, attacked Kilimi, the infant who figured in Imoso’s earlier attack. Outamba turned to help Kilimi, whereupon Johnny turned on her. Immediately Outamba became submissive, but Johnny was not to be appeased. He picked up a big stick and started striking Outamba. “He was definitely trying to hit her,” says Pieta. “It wasn’t just flailing or accidental.” He used an up-and-down motion. The whole attack lasted about three minutes. After the chimps moved on, Pieta retrieved the stick, which now resides at Harvard. The next morning, I arose at 4:45 a.m. and joined Pieta and two trackers in search of Johnny, Imoso and the battered

Outamba. After a vigorous walk we got to the area of a fruiting ficus tree near where the chimps had built their nests the night before. There were Johnny, Outamba and a number of other chimps. Imoso was not around. When I asked a tracker named Donor why Imoso had attacked Outamba, his answer was straightforward: “Imoso is just a mean chimp.” That morning, all was peaceful. The principal drama I observed was the struggle of a 3-year-old female chimp whose arms were too short to grab the broad tree trunk. When she finally found a way into the ficus via a nearby sapling, the trackers applauded. The chimps went about their feeding, and then moved off. As they melted into the brush, I asked Pieta which chimp typically made the plan for the day. As one who was familiar with the jockeying for position in the ape community, she laughed and said, “Johnny thinks he does.” In all, the researchers have documented six stick attacks (the most recent seven weeks ago). The behavior is new to science and raises intriguing questions. Why have all the victims been female? And why sticks, why not stones? Imoso could have killed Outamba by slamming her with a heavy rock. That may be precisely why they use sticks, Wrangham and Hooven speculate: to inflict hurt rather than injury. Most of the attacks have been directed at sexually active females. Whereas the males might intend to do real harm to the babies, they have nothing to gain by killing their mates. Brutal as it seems, could it be that the use of sticks signifies restraint? That is one of the mysteries Wrangham and his colleagues are trying to solve, in what they view as a snapshot of the evolutionary process in action. This may be a mirror of how we evolved culturally—by the spread of ideas that moved through our early ancestors in fits and starts. Back in New York City, I experience the familiar sense of relief that comes from returning safely home from an impoverished, disease-ravaged region. Three days later, as I drive my son Alec to nursery school, we hear a radio bulletin announcing that a plane has slammed into the World Trade Center. My son asks, “Is the plane going to be all right, Daddy?” How do I shield a 3-year-old from the enormity of what has just happened? I’m at a loss. I simply say, “I don’t think so.” We humans have ways of killing ourselves that chimps could never imagine.

16. Which of the following sentences is true, according to the passage?

(a) Outamba was physically harassed by Wrangham with sticks.

- (b) In Uganda's Kibale forest resides Imoso, a big male chimp whose riotic deeds were recorded by Hooven.
 - (c) Kilmi was protected by Outamba against Kathi Pieta.
 - (d) Imoso's friend Johnny also learnt his behaviour and beat Outamba with a stick.
 - (e) Both (b) and (d).
17. Which of the following is incorrect, according to the passage?
- (a) Imoso resumed beating with two sticks, injuring Outamba.
 - (b) Johnny picked up a big stick to attack Imoso.
 - (c) Imoso's behavior inspired other chimps.
 - (d) Tenkere tried to save Outamba from Imoso.
 - (e) None of these.
18. The sticks found at Kibale are preserved at _____.
- (a) University of Illinois.
 - (b) Anthropological department USA.
 - (c) Library of Richard Wrangham.
 - (d) University of Harvard.
 - (e) Cannot be inferred.
19. Which of the following weapons is used by the crows of Caledonia to prey upon insects?
- (a) Twigs
 - (b) Sticks
 - (c) Stones
 - (d) Foliages
 - (e) Rocks
20. Which of the following sentences can be inferred from this passage?
- (a) Chimpanzees are better equipped to assault tribal members.
 - (b) Chimpanzees are more dangerous in fights than human beings.
 - (c) The inspirational values present among chimps are similar to those of human beings.

- (d) A sense of fraternity exists among chimpanzees at the best and worst of times.
 - (e) Human beings are much more dangerous than Chimpanzees.
21. The passage could be described as
- (a) Descriptive
 - (b) Topical
 - (c) Analytical
 - (d) Illustrative
 - (e) Hilarious.
22. Which of the following is correct, according to the passage?
- (a) The real cause behind the exhilaration of a scientist named Hooven was the strange behavior of a chimp called Imoso.
 - (b) Violence directed against smaller chimps by Imoso was the main thrust of the scientist's inquisition.
 - (c) Predators themselves, are the manifestation of weapons.
 - (d) Chimpanzees try to hurt each other with the intention of killing.
 - (e) None of these.
23. Why did Imoso use only sticks to assault Outamba?
- (a) Stones could not have been efficiently used.
 - (b) The use of sticks was resorted to inflict hurt & not to kill.
 - (c) Unpredictable behavior of the chimps could not lead the scientist to any conclusion.
 - (d) He did not know how to use other weapons.
 - (e) None of these.
24. To which group did all the chimps belong?
- (a) Local starbucks
 - (b) Kanyawara
 - (c) Kibale
 - (d) Pieta
 - (e) None of these
25. Which of these cannot be inferred from the incidents of Kibale?

- (a) The behaviour of the chimps can be classified as evolutionary.
- (b) It is possible that chimps actually imitate human beings.
- (c) The use of sticks signified restraint.
- (d) All of the above
- (e) None of the above.

TEST 10

Passage 1

Deep in our hearts, we have an intense desire to be loved. Yet, just as deeply, we know no one really understands us, and that we are separated from those around us by differences we don't fully comprehend. The 'Family of Man' we long to share and belong to does not exist. We are just a bunch of desperate, lonely orphans. We would give anything to know how to be lovable. Yet, now more than ever, seemingly caring guides want to help us in our quest. A flurry of books and lectures tells us that change is mandatory for survival. While the recipes for harmony sometimes strike chords in our hearts, it is not enough to read the books or say the phrases. Only if the tools offered are actually used and do indeed make our lives better will we know that the message was correct and we understood. The majority of self-help books agree on one thing: Change is necessary for a more fulfilling life. Some say that the answers lie in justifying fears, anger and emotional suffering by holding someone else—usually a parent or spouse—responsible. Often, another race or some other force at work in our life gets the blame for the mess in which we find ourselves. But one thing is for sure: We are not responsible. 'They' are. How many books, tapes and seminars does it take before the average hurting human being becomes so frustrated that he or she cries, 'The true path must exist because all the wise people say so, but I'll never find it.' Life must have more to offer, something most of us are missing. Otherwise, God has a stranger sense of humour than any comedian working today. Here's the bad news. We can all agree that this thing we call our self, our ego, our personality, is somehow the cause of all our conflicts and negative emotions. This is the cold, hard truth: The self has no idea how to fix itself or it already would have. But no one else can fix our self. We must do it—on our own. You would have

probably always suspected this—but no one would prove it because it appears to become a problem with no solution. This realisation is extremely threatening, especially to those who have tried so hard to change in the past and have been unable to do so. But the good news is that you can learn to fix the self by understanding four basic principles: (1) What the self is; (2) How the self works; (3) How the self got broken; and (4) How you can fix the self. Each of us made our self and only we can fix it. Real changes begin to happen as soon as repair begins and, as you become a better mechanic, the changes will be greater and come easier.

1. What is the central idea of the passage?
 - (a) Flurry of books and lectures guide us to become loveable.
 - (b) Our personality is the cause of negative emotions and conflicts and knowing how to fix it is crucial.
 - (c) Change is mandatory for survival.
 - (d) The root cause for all our troubles are ‘others’.
 - (e) None of these.
2. For what does the author bestow the responsibility to other people?
 - (a) For justifying human sufferings.
 - (b) For bringing us into intricate situations.
 - (c) For not showing the true path.
 - (d) For inflicting our ‘self’ with fears, anger and emotional suffering.
 - (e) None of these.
3. Who can fix our self?
 - (a) No one
 - (b) We
 - (c) God
 - (d) Others
 - (e) None of these
4. What, according to the author is required to make our life better?
 - (a) Changing ourselves as per the dictates of time.
 - (b) Renouncing our negative emotions.

- (c) Actually using the tools offered to us in self-help books, tapes and seminars.
 - (d) Immunising ourselves against negative emotions.
 - (e) None of these.
5. What is the cause behind all our conflicts and negative emotions?
- (a) Our self
 - (b) Our personality
 - (c) Our ego
 - (d) All of the above
 - (e) Others
6. Of what use are tapes, books & seminars for the author?
- (a) They are useless as they are meant to detract us from our original path.
 - (b) The true path can be shown only by these media.
 - (c) They serve as change agents in our society.
 - (d) They are of use only to the extent that their principles are put to use by us.
 - (e) None of these.
7. Why does the author seem to insist on self-help books?
- (a) They can bring change in our lives.
 - (b) They justify tears, anger & emotional sufferings.
 - (c) They help us to harmonize the chords of our heart.
 - (d) They give us the tools for change—provided we use them.
 - (e) None of these.
8. What, according to the author are the inhibiting factors in the way of leading a good life?
- (a) Self help books
 - (b) Our ego and our personality
 - (c) Conflicts and negative emotions
 - (d) Selfishness
 - (e) Cannot be inferred

Passage 2

Scandalised by how Arthur Andersen could destroy thousands of e-mails and paper documents related to its audit of Enron and the energy major's more than unconventional accounting methods? Don't know whether to believe it was just a rogue partner acting on his own accord, or whether the lead partner on the Enron account, David Duncan, was just following instructions—a person close to Duncan told *The Wall Street Journal* that, on October 12, an Andersen lawyer advised the Enron auditors to follow company procedure that allows for the disposal of many documents.

Well, it's true that past practices in themselves are no indication that they're still being followed, but it would be instructive to go back, as I did, and read Mark Stevens' *The Big Six*, which is one of the best “audits” of the shenanigans of the world's top audit firms. Stevens' book is replete with examples of how the Big Six have fudged, obfuscated and kept their eyes wide shut in order to please clients. Oh yes, as in the Andersen-Enron case, there's even an example of shredding of possibly vital files. Perhaps that's a good place to begin. It concerns Touche Ross (which merged with Deloitte Haskins to become Deloitte & Touche later), and its audit of the Beverly Hills Savings & Loan, BHSL—the sudden collapse of various S&Ls, certified as financially sound, was a big scandal in the US in the late '80s.

Anyway, while reviewing the business of a former vice president of the BHSL, Touche was told all the files “were contained in eight cardboard boxes and were (BHSL told Touche)... the complete set of files... except for one box which was accidentally shredded.” Touche was initially sceptical about the shredding, but clearly got over these doubts quickly enough since it gave BHSL the all-clear. Later, when Touche was examined by the US Congress, Congressman Wyden was scathingly sarcastic: “Is the shredding machine at Beverly Hills big enough to shred an entire box of documents all at once, or do they have to feed the documents page by page?”

It gets better. When it became clear that BHSL was having a major problem disposing of high-cost property investments, Touche simply decided to change the book-keeping, and instead of showing the apartments as investments, decided to show them as “equity-participation loans”. And once these were shown as loans, BHSL showed it was getting interest and fee income from them. Problem solved, except there was no interest or fee

that was actually received. Congressman Dingell later quizzed Touche on the amount of “equity” in these “equity-participation loans”. What was the amount of the equity, the Congressman asked? I don’t know, replied the Touche partner. And they were the auditors.

Stevens’ most evocative story, of course, is the one about ZZZZ Best, or the carpet-cleaning business begun by Barry J. Minkow. Having built up a respectable business, Minkow decided to go public and, in order to get people interested in buying into his equity, boasted that his firm was in the lucrative insurance-restoration business—that is, he got restoration contracts from insurance firms. Minkow hired Ernst & Whinney (that later merged with Arthur Young to become Ernst & Young) to audit his firm.

Naturally, one of the first things Ernst did was to audit the insurance business. Minkow, to be fair to Ernst, cheated them. He hired an office in Sacramento, bribed the security guard to pretend he was familiar with ZZZZ’s staff, and forced Ernst to do an inspection on a Sunday when other offices were closed. Duped by an impostor, Ernst said Minkow’s business was fine, and repeated the inspections in various other “facilities”. In fact, when the House Committee on Oversight began investigations, Ernst argued they couldn’t be blamed for not being able to detect such an elaborate fraud.

Fair enough, but Ernst didn’t even do basic checks like going to the buildings department in various cities to find out if the buildings that ZZZZ was helping “restore” had ever had a fire or the kind of water leakages ZZZZ claimed they’d had. Ernst had also signed a confidentiality letter preventing it from disclosing the location of the buildings ZZZZ was restoring to any third party. But, and this is critical, it also said it would “not make any follow-up telephone calls to any contractors, insurance companies, the building owners... involved in the restoration project”. Congressman Ron Wyden asked Ernst how it proposed to do an independent audit with such restrictions on it? Ernst’s behaviour gets curiouiser. It appears someone told Ernst the “restoration” job it had inspected in Sacramento was a fake, but even then the audit firm didn’t feel the need to revisit the Sacramento site. The charge about the restoration being fake, it appears, was withdrawn, but Ernst itself found evidence that

ZZZZ had made payments to the individual who made and then withdrew the complaint!

While you're following every twist and riveting turn in the Andersen saga, be sure to compare them with those catalogued by Stevens. It promises to be both an interesting and frightening exercise.

9. It can be inferred from the passage that
 - (a) Ernst conducted an independent audit under the influence of bribe.
 - (b) Ernst attempted to conduct an independent and thorough audit but was prevented from doing so.
 - (c) Ernst's audit lacked professionalism.
 - (d) Ernst's audit was a complete fraud.
 - (e) Both c and d.
10. According to the passage, all of the following are not true except—
 - (a) Arthur Andersen destroyed Enron's document on its own accord.
 - (b) Andersen and Enron were in close complicity in destroying Enron's documents.
 - (c) Andersen was against the concept of selective destruction of documents.
 - (d) Andersen was not averse to the practice of selective disposal of documents.
 - (e) Destroying documents is a standard audit practise.
11. The author of the book *The Big Six*
 - (a) has given the author the requisite insight to look at the various unprofessional modus operandi adopted by audit firms.
 - (b) has described the different frauds associated with the different methods of audits adopted by six big audit firms.
 - (c) has made a critical analysis of some of the top audit firms' bad practices.
 - (d) declares Andersen's audit as the best.
 - (e) has written a book on audit firms best practises.
12. According to the author, which of the following could have been the main cause behind Arthur Andersen's dubious shredding of vital

files in the case of Enron?

- I. A lead partner acting on instructions.
 - II. Complicity between Arthur Andersen, the audit firm, and Enron.
 - III. A rogue partner acting on his own.
 - (a) I & II only
 - (b) All three
 - (c) I & III only
 - (d) III only
 - (e) II and III only.
13. According to the passage, big audit firms
- (a) were often misled and cheated by their clients
 - (b) used business practices that were aimed to satisfy their clients.
 - (c) were ignorant about the motives of their clients.
 - (d) were innocent victims of corporate fraud.
 - (e) None of these.

◇ Answer Key

Test I

Passage 1

1. (a) 2. (d) 3. (d) 4. (c) 5. (c)

Passage 2

6. (d) 7. (b) 8. (c) 9. (c) 10. (a)

Passage 3

11. (c) 12. (d) 13. (d) 14. (a) 15. (d)

Test II

Passage 1

1. (c) 2. (a) 3. (b) 4. (c) 5. (c)
6. (c)

Passage 2

7. (c) 8. (b) 9. (d) 10. (e) 11. (a)
12. (e)

Passage 3

13. (d) 14. (d) 15. (a) 16. (a) 17. (b)

Test III**Passage 1**

1. (d) 2. (d) 3. (a) 4. (d)

Passage 2

5. (a) 6. (c) 7. (c) 8. (b) 9. (b)
10. (e)

Test IV**Passage 1**

1. (b) 2. (d) 3. (b) 4. (d) 5. (a)
6. (a)

Passage 2

7. (a) 8. (b) 9. (b) 10. (c) 11. (b)

Passage 3

12. (b) 13. (b) 14. (b) 15. (c) 16. (a)

Test V**Passage 1**

1. (b) 2. (b) 3. (d)

Passage 2

4. (d) 5. (c) 6. (c) 7. (d) 8. (d)
9. (d)

Test VI

Passage 1

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (a) | 2. (a) | 3. (a) | 4. (b) | 5. (c) |
| 6. (a) | 7. (b) | | | |

Passage 2

- | | | | | |
|---------|---------|---------|---------|---------|
| 8. (e) | 9. (d) | 10. (e) | 11. (b) | 12. (e) |
| 13. (d) | 14. (a) | 15. (a) | 16. (b) | |

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 17. (c) | 18. (c) | 19. (c) | 20. (c) | 21. (c) |
| 22. (d) | 23. (b) | 24. (e) | 25. (d) | 26. (a) |

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 27. (e) | 28. (e) | 29. (a) | 30. (e) | 31. (d) |
|---------|---------|---------|---------|---------|

Test VII

Passage 1

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (b) | 2. (a) | 3. (e) | 4. (a) | 5. (a) |
|--------|--------|--------|--------|--------|

Passage 2

- | | | | | |
|--------|--------|--------|--------|---------|
| 6. (b) | 7. (e) | 8. (a) | 9. (a) | 10. (c) |
|--------|--------|--------|--------|---------|

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 11. (b) | 12. (d) | 13. (d) | 14. (c) | 15. (a) |
|---------|---------|---------|---------|---------|

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 16. (c) | 17. (d) | 18. (e) | 19. (a) | 20. (b) |
|---------|---------|---------|---------|---------|

Test VIII

Passage 1

- | | | | | |
|--------|--------|--------|--------|--|
| 1. (c) | 2. (b) | 3. (b) | 4. (e) | |
|--------|--------|--------|--------|--|

Passage 2

- | | | | | |
|--------|--------|--------|--------|--------|
| 5. (d) | 6. (d) | 7. (e) | 8. (c) | 9. (c) |
|--------|--------|--------|--------|--------|

Test IX**Passage 1**

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (c) | 2. (b) | 3. (a) | 4. (e) | 5. (b) |
| 6. (b) | 7. (c) | | | |

Passage 2

- | | | | | |
|---------|---------|---------|---------|---------|
| 8. (d) | 9. (b) | 10. (c) | 11. (c) | 12. (c) |
| 13. (a) | 14. (d) | 15. (d) | | |

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 16. (b) | 17. (b) | 18. (d) | 19. (a) | 20. (e) |
| 21. (d) | 22. (c) | 23. (b) | 24. (e) | 25. (d) |

Test X**Passage 1**

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (b) | 2. (e) | 3. (b) | 4. (c) | 5. (d) |
| 6. (d) | 7. (d) | 8. (c) | | |

Passage 2

- | | | | | |
|--------|---------|---------|---------|---------|
| 9. (e) | 10. (d) | 11. (c) | 12. (b) | 13. (b) |
|--------|---------|---------|---------|---------|

**LATEST PATTERN COMPREHENSION PASSAGES FOR
THE CAT****TEST 1****Passage 1**

Aeschylus was only the first of the great classic Greek dramatists. The generation that followed brought several other talented and powerful tragic playwrights. The most famous of these were Sophocles and Euripides. Both writers did much to expand the traditionally simple expectations of characters in plays. Sophocles' plays feature incredibly strong-willed, modern characters who struggle with serious moral concerns, and Euripides wrote some of the most chilling psychological dramas of classical Greece.

Comic theatre also had its hero. A generation younger than Sophocles and Euripides, the comic playwright Aristophanes is today regarded as the best of the classic comic playwrights. His sometimes absurd, and sometimes elegant plays demonstrate a great skill in mixing comedy with honest and sincere ideas. Aristophanes' plays certainly contain many wild and vulgar jokes, yet they also discuss serious concerns of his time, such as politics, art, and education. His work provides modern readers with some of the clearest images of the life and daily affairs of fifth-century Greeks. This literary revolution in the early part of the fifth century was not limited to the stage. The world of philosophy also experienced an awakening. Skills such as oration, logic, and rhetoric were polished, and the study of mathematics and the sciences was encouraged. Philosophers such as Socrates became famous for wandering about the city of Athens, engaging students and scholars in lively academic debates about morality and politics. Socrates' most famous pupil, Plato, wrote a number of books and dialogues in which he explains the philosophy and thoughts of his teacher, and goes on to develop the ideas further. His work—which deals with a wide range of theoretical concerns, such as politics, ethics, and the importance of friendship—is invaluable for modern scholars who wish to understand the ancient Greek mindset.

Another very well-known philosopher of the time was Aristotle. Aristotle was, in his turn, a pupil of Plato's, and is best known for his numerous texts dealing with the natural sciences. Interested in almost every conceivable topic, Aristotle left behind texts detailing his thoughts and questions on physics and astronomy, as well as meteorology, sleep patterns, raising animals, and numerous other subjects.

The age of classical Greece drew to a close with the end of the fourth century BC. Yet through its literature, classical Greece still has an enormous effect on modern Western thought and traditions. Almost all Western literature, from histories to romance novels, from thrillers to poetry, is rooted in classical Greek traditions. Many of the themes present in those ancient plays and poems are in fact still popular in modern literature. And even those plays that deal with uniquely modern themes still owe much in the way of technique and style to the golden age of Greece.

Q.1. How did Euripides contribute to the development of tragic theatre?

1. He wrote chilling stories about strong-willed, modern characters.
2. He expanded the expectations of characters in plays.
3. He wrote very disturbing plays.

- (a) Only 1 and 2 (b) Only 2
(c) Both 2 and 3 (d) Only 1

Q.2. Which of the following best describes the plays written by Aristophanes?

1. Funny and light-hearted, yet without purpose
2. Serious and intellectual, discussing political ideas of the day
3. Humorous while still putting across serious ideas

- (a) Only 1 (b) only 2
(c) Only 3 (d) Both 2 and 3

Q.3. Which of the following best describes the subjects that Aristotle wrote about?

- a. Meteorology
- b. Sleep disorders
- c. Astronomy
- d. All kinds of natural sciences and more.

Passage 2

Up at the League, says a friend, there had been one night a brisk conversational discussion, as to what would happen on the Morrow of the Revolution, finally shading off into a vigorous statement by various friends of their views on the future of the fully-developed new society.

Says our friend: Considering the subject, the discussion was good-tempered; for those present being used to public meetings and after-lecture debates, if they did not listen to each others' opinions (which could scarcely be expected of them), at all events did not always attempt to speak all together, as is the custom of people in ordinary polite society when conversing on a subject which interests them. For the rest, there were six persons present, and consequently six sections of the party were represented, four of which had strong but divergent anarchist opinions. One of the sections, says our friend, a man whom he knows very well indeed, sat

almost silent at the beginning of the discussion, but at last got drawn into it, and finished by roaring out very loud, and damning all the rest for fools; after which befell a period of noise, and then a lull, during which the aforesaid section, having said good-night very amicably, took his way home by himself to a western suburb, using the means of travelling which civilisation has forced upon us like a habit. As he sat in that vapour-bath of hurried and discontented humanity, a carriage of the underground railway, he, like others, stewed discontentedly, while in self-reproachful mood he turned over the many excellent and conclusive arguments which, though they lay at his fingers' ends, he had forgotten in the just past discussion. But this frame of mind he was so used to, that it didn't last him long, and after a brief discomfort, caused by disgust with himself for having lost his temper(which he was also well used to), he found himself musing on the subject-matter of discussion, but still discontentedly and unhappily. "If I could but see a day of it," he said to himself; "if I could but see it!"

Q.1. The man in the carriage was:

1. Upset with himself at having lost his temper.
 2. Angry because he had forgotten to mention so many important points which would have provided buttress to his argument.
 3. Was thinking about the topic of discussion
- (a) Both 1 and 2 (b) 1, 2 and 3
(c) Both 2 and 3 (d) Only 3

Q.2. The person in the discussion who damned everyone :

1. Parted happily.
 2. Parted after saying a friendly goodbye
 3. Parted after cursing and walked away angrily.
- (a) Only 1 (b) Only 2
(c) Only 3 (d) Only 1 and 2.

Passage 3

What is an Assembly? It is a structure that brings the people of an entire community into a systematic relationship with one another for the purpose of solving individual and community problems. It is the organization of a community in such a manner that if a great many people wanted to do a

particular thing, they could do it. It is a means—through its formal structure and logical, systematic organization—of connecting masses of people; a means, through such systematic organization, of establishing a channel of communication between the Assembly's elected leadership and every last man and woman in the community; a means by which large numbers of people may engage in a common effort.

The Assembly follows certain rules of logic: in order for masses of people to enter into collective decision-making they must be organized prior to any decisions having been made. This means that for an anti-poverty effort to succeed, structure must be established prior to the creation of any program; otherwise it is likely that programs will be designed and controlled by persons outside the community.

We go into a community, and we divide it into Conferences of manageable size. Each Conference meets on a regular basis, and each sends a Representative to a central decision-making body called the Assembly. Within the Assembly, each county or city is organized like a country, but instead of unwieldy Congressional districts there are districts of fifty people—or in cities, fifty households. These districts are called Conferences.

The representational dimension of the Assembly enables it to function community-wide. Each Conference elects one Representative to the Assembly. Thus, if there are five thousand adults (in cities, five thousand households) in a given community, there will be one hundred Representatives for one hundred groups of fifty people (in cities, fifty households). If there are ten thousand adults (or households), there will be two hundred Representatives, and so forth. Representatives meet at a community-wide assembly to discuss problems.

Communication is the key to success. Each Representative is in touch with fifty members through seven committee-persons, each of whom in turn communicates with six other members (see diagram). And it works! What we've done is transform entire communities.

The conference provides a setting in which citizens can bring problems to the group for discussion and creative problem-solving. Problems range from disparities in government services to the need for job training to how to file for Social Security benefits to school problems confronted by a member's children. Community members can fill out a problem sheet to

address individual concerns. The sheet is given to their representative. If the representative cannot solve the problem, it is passed on to the Executive Council, which is made up of a dozen chairpersons assigned to areas such as employment, social services, housing, etc.

The assembly is the heart of the NASP approach to community transformation. It grapples with issues affecting the county as a whole. Its actions often result in new and expanded educational programs, low-income housing projects, improved county facilities such as all-weather roads and modern sanitation systems, and enhanced health, welfare, and recreational services.

Q.1. Which of the following questions would you ask the author of this piece?

1. Why is the conference a systemic organisation ?
 2. Why is the assembly a systematic organisation?
 3. Why does the action of the conference affect the county as a whole?
- (a) Only 1 (b) Only 2
(c) Only 3 (d) Both 1 and 2

Q.2. Which of the following is correct according to the passage?

1. The conference aims at creative problem solving.
 2. The conference transforms the communities.
 - III. The communities are the districts of the assembly.
- (a) Only 1 (b) Only 2
(c) Only 3 (d) Both 1 and 2

Q.3. Which of the following logics applies to the working of the Assembly?

- (a) The masses of people can solve the problem once they have identified the problem, picked out the process of problem solving and then organized themselves into groups.
- (b) Before a collective decision is made, the masses of people have to be organized into a structure.
- (c) The programs are controlled by people from outside the community.
- (d) The assembly grapples with the problems of the community as a whole.

TEST 2

Passage 1

It was the best of times,
It was the worst of times,
It was the age of wisdom,
It was the age of foolishness,
It was the epoch of belief,
It was the epoch of incredulity,
It was the season of Light,
It was the season of Darkness,
It was the spring of hope,
It was the winter of despair,
We had everything before us,
We had nothing before us,
We were all going direct to Heaven,
We were all going direct the other way--

In short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

There were a king with a large jaw and a queen with a plain face, on the throne of England; there were a king with a large jaw and a queen with a fair face, on the throne of France. In both countries it was clearer than crystal to the lords of the state preserves of loaves and fishes, that things in general were settled for ever.

It was the year of Our Lord one thousand seven hundred and seventy-five.

Spiritual revelations were conceded to England at that favoured period, as at this. Mrs. Southcott had recently attained her five-and-twentieth blessed birthday, of whom a prophetic private in the Life Guards had heralded the sublime appearance by announcing that arrangements were made for the swallowing up of London and Westminster. Even the Cock-lane ghost had been laid only a round dozen of years, after rapping out its messages, as the spirits of this very year last past (supernaturally deficient in originality)

rapped out theirs. Mere messages in the earthly order of events had lately come to the English Crown and People, from a congress of British subjects in America: which, strange to relate, have proved more important to the human race than any communications yet received through any of the chickens of the Cock-lane brood.

France, less favoured on the whole as to matters spiritual than her sister of the shield and trident, rolled with exceeding smoothness down hill, making paper money and spending it. Under the guidance of her Christian pastors, she entertained herself, besides, with such humane achievements as sentencing a youth to have his hands cut off, his tongue torn out with pincers, and his body burned alive, because he had not kneeled down in the rain to do honour to a dirty procession of monks which passed within his view, at a distance of some fifty or sixty yards. It is likely enough that, rooted in the woods of France and Norway, there were growing trees, when that sufferer was put to death, already marked by the Woodman, Fate, to come down and be sawn into boards, to make a certain movable framework with a sack and a knife in it, terrible in history. It is likely enough that in the rough outhouses of some tillers of the heavy lands adjacent to Paris, there were sheltered from the weather that very day, rude carts, bespattered with rustic mire, snuffed about by pigs, and roosted in by poultry, which the Farmer, Death, had already set apart to be his tumbrils of the Revolution. But that Woodman and that Farmer, though they work unceasingly, work silently, and no one heard them as they went about with muffled tread: the rather, for as much as to entertain any suspicion that they were awake, was to be atheistical and traitorous.

Q.1. What is the tone of the passage?

- | | |
|-------------------|-----------------|
| (a) Argumentative | (b) Nostalgic |
| (c) Ironical | (d) Aesthetical |

Q.2. Which one of the following options is correct according to the passage?

1. The author tries to use opposing pairs to highlight how they were equal in their struggle
2. The author tries to show how Britain was superior to France.

3. The author tries to show how it was going to be the end of the world with things so mismatched as they had never been before.

- (a) Only 1 (b) Only 2
(c) Only 3 (d) None of these

Q.3. The 'humane achievements' mentioned in the passage refers to :

1. The humane values which were upheld in those times.
 2. A sarcastic comment on the system which had become totally 'inhuman' as opposed to 'humane'.
 3. The punishments and trials given to people was most humane and would be counted as an achievement.
- (a) Only 1 (b) Only 2
(c) Only 3 (d) Both 2 and 3

Passage 2

Egoism can be held as a descriptive or a normative theory and Hobbes seems to have held both versions. As an empirical theory about human motivation generally termed psychological egoism, it holds that persons are always motivated by and act on the basis of what they perceive to be their self-interest and their good. As an ethical or normative theory it holds that all persons have a basic obligation to act to promote their own interests even to the detriment of others. Although Hobbes states in some of his writings that not all helping others is irrational, he does claim that sacrificing one's life is always irrational. Virtues, for Hobbes, have no intrinsic value but only as a means to power.

An essential component of Hobbes theory of human nature is his belief in human equality. This equality is a physical and intellectual equality in that, as Hobbes puts it, the weakest, under the right circumstances, can kill the strongest. Since all persons are equal in this sense, all have an endless desire for power to satisfy their desires, and given a scarcity of power and the goods necessary to satisfy desires, competition for power and conflict are inevitable. In addition to the competition for power, the other major causes of conflict are fear of death and injury and the desire for glory. Given such an analysis of human nature a condition without government has some clear implications for Hobbes.

The condition without a common power or authority Hobbes terms the “state of nature.” Hobbes does not claim that there was ever such a state throughout the world, but he does believe it is still in existence among the independent nations of the world who have no power over them. He also believed that native Americans were still in such a circumstance.

Given the infinite desire for power, the state of nature is, for Hobbes, necessarily a state of constant war and threat of war “of every man against every man.” In such a condition, there is no industry, agriculture, private property or civilization at all. Hobbes reinforces his claim that war is the natural state of mankind in some ordinary observations of human behavior.

He notes that all take precautions against robbery and violence even in society by locking their doors and other measures for self-protection.

The state of nature Hobbes describes is far starker than in most contract theories being a state without any morality or justice and permeated by a constant power struggle. In this harsh state of nature there are no moral or legal limits to anything and every person has a right to everything even another’s life. Life is reduced to such a primitive, violent and crude level that Hobbes calls it “solitary, poor, nasty, brutish and short.”

Human beings are, according to Hobbes, rational creatures with an inborn desire for life and pleasure and, as such, seek a way to escape the amoral, lawless and chaotic state of nature they find themselves in. At this point in his argument Hobbes introduces the idea of the “laws of nature” as immutable laws which exist in the state of nature and which are not fundamental moral rules necessary for social order as understood by Aquinas and Locke among others, but rather precepts of prudential reason promoting survival and motivating humans to move to a more secure and comfortable life. The laws of nature give humanity what Hobbes calls the “natural right” to self-preservation. By “right” Hobbes does not mean a moral or legal notion but simply the natural liberty to act in one’s own enlightened interest.

For Hobbes, the desire for power is a basic human drive since power is the necessary means for happiness and getting what humans desire.

Consequently, the more power one has the more likely one will achieve one’s desires. Our desires are, for Hobbes, endless and so is the human need for power, which only ends in death.

Hobbes explains that individuals in the state of nature are in a state of war and so see the need to escape that turbulent state by forming some kind of central power or government. They decide to “confer all their power and strength upon one man or upon one assembly” and so make that person or group the authority to act for each person of the society. Later Hobbes qualifies this by noting that no one can or should give up the right to survival; this then is the only limit to the contract. The actual words of the contract or covenant “I authorize and give up my right of governing myself to this man or to this assembly of men on this condition, that you give up your right to him and authorize all his actions in like manner.” However, this agreement need not be unanimous but only a majority decision. If some refuse to consent to the contract, they would be destroyed since they would then be in a state of nature with respect to the others. This agreement creates a “sovereign,” a common political power, and what Hobbes calls a “commonwealth” which he also calls the “leviathan.” A sovereign created by agreement Hobbes calls sovereignty by “institution.”

However, a sovereign can also be created by conquest where one commonwealth overpowers another. For Hobbes, a contract is nothing without the power of enforcement or “covenants without the sword are but words.” Words cannot keep a contract effective but two ways are effective, the fear of the consequences of breaking the contract and the “glory” of not breaking it or needing to break it. Hence, the sovereign must have all the necessary power to enforce the contract and the people keep their contract strictly out of fear of punishment and death.

Q.1. Which of the following courses of action would Hobbes be most likely to disagree with?

- (a) A soldier defending the borders of his country from the belligerent neighbour’s surprise attack has to decide whether to take on an individual maneuver on the attackers. He knows his actions would buy his country’s forces a lot of time and possibly save many lives. He is torn between going forward and retreating as he thinks of his wife and newborn daughter. He decides to withdraw and convene with the others as he rationalizes that there must be some other way out.

- (b) On the way to an important meeting, a man witnesses a severe accident between a two-wheeler and a car. Both parties are severely injured and there is a large crowd gathering at the scene of the accident. He hears someone call out to him help transport the injured victims to the nearby hospital. The man pretends not have heard and drives away quickly, thinking there would be several others to come to the rescue of the victims and he could not afford to be late to the meeting.
- (c) A mother takes the blame for an act of theft on the behalf of her son in order to prevent him from being punished, as she believes he is too young and was under the bad influence of his friends.
- (d) A country concludes an entente with its long-standing bitter rival neighbouring country due to mutual strategic advantages that the alliances offers them.

Q.2. According to the passage, which of the following are not characteristics of human beings?

- (a) A strong urge to acquire might, glory and precedence over others.
- (b) The desire to escape conflict, chaos and the fear of death.
- (c) A predilection for selfless action and sacrifice.
- (d) The capacity for critical reasoning.

Q.3. According to Hobbes' formulation of the pre-societal, what are the main disadvantages of the state of nature?

1. No sense of security and a fear for one's life
2. Absence of law and order and endless power struggle
3. Equality of all with every other member of the state of nature
4. There is great possibility of progress and development of mankind

- (a) 1, 2 and 3 (b) Only 2
- (c) Both 3 and 4 (d) Both 1 and 2

Q.4. In the context of the passage, the word 'covenant' means which of the following:

- (a) A decree (b) An order
- (c) A pact (d) An undertaking

Passage 3

Back in 1991, India was the world's greatest aid recipient, a patently uncompetitive giant begging for alms. Economic reforms from 1991 onwards gradually made India highly competitive, enabled it to touch 9% GDP growth, and to be called a potential superpower.

Those days are gone. GDP growth has halved to 4.5%. India has become uncompetitive in several ways. Worse, the Indian political class has stopped even trying to compete globally. It focuses on subsidies, reservations and special measures for sundry vote banks, regardless of the implications for competitiveness. This will ultimately lead to bankruptcy, not inclusive growth (as claimed by Congress spin-masters).

When India went bust in 1991, drastic measures over several years were needed to restore competitiveness. The rupee was devalued hugely, industrial licensing and MRTP clearance were abolished, trade was liberalized, import duties were gradually slashed from 300% to around 10% by 2005. Public sector monopolies like telecom and oil refining were opened up to the private sector, enabling the creation of the world's fastest growing and cheapest telecom service, and the world's biggest export-oriented refineries. Liberal foreign investment converted India into a global small car hub, many multinationals like GE came in and made India an R&D hub. A liberalized private sector created the software/BPO revolution.

Merchandise exports rose from 5% of GDP to 15%. Service exports rose even faster, and India became a world leader in software. The rupee strengthened from Rs 50 per dollar in 2002 to Rs 40 per dollar by 2008. India's rising competitiveness made it a potential superpower. That's suddenly gone. In the last three years, GDP growth has plummeted, industry and exports have stagnated, the current account deficit has widened dramatically, and the rupee has crashed. A year ago this finally persuaded the government to embark on some reforms, but these have failed to revive the old dynamism.

Why? Because the new measures do not change the political mind-set of constantly ignoring competitiveness in formulating new policies and regulations. Politicians take competitiveness for granted, and just want to divide up the spoils of growth. Alas, neglect of competitiveness has meant a collapse of growth, and hence of the spoils too.

India certainly needs new rules to safeguard the environment and tribals. But in formulating new rules and regulations, did anybody check whether our rules compared with those in competing countries? Alas no. We need a fairer land acquisition policy. But our new law mandates a social impact assessment and expert group clearance before any acquisition. Do competing nations have such time-consuming rules? Do they insist on 80% of land-owners consenting to acquisitions? Do they give workers, suppliers and other non-owners of land veto powers? Do they put the burden of rehabilitation on industries or the government?

Activist courts and NGOs have worsened matters, despite good intentions. The green tribunal has banned sand mining without environmental clearance. The result is a huge shortage of legal sand, which simply encourages illegal mining. A similar outcome is evident after ill-formulated bans on rock quarrying. It now takes 12 years to open a new coal mine. Not just illegal but even legal iron ore mining has been banned in some states. Do other Asian competitors have bans of this sort? If not, how does it affect India's competitiveness?

Neither the courts, NGOs nor the politicians seem to care. A profusion of new rules and regulations are constantly churned out without any cost-benefit exercise to judge the impact on competitiveness. The latest Doing Business 2013 report of the World Bank says India has slipped from 131st to 134th position in ease of doing business. It stands 177th in ease of starting a business, 183rd in getting a construction permit; and 186th in enforcing contracts. Yet this damning expose of our uncompetitiveness produces no political will to change. We have a deep structural problem that is not even recognized, let alone redressed. Will India have to go bust again to concentrate the minds of politicians?

Q.1. Identify the false statement:

- (a) India's rules and regulations are inefficient in comparison to other countries and have led to time wastage, extra costs and put extra burden on the government.
- (b) India has consistently been ranked as one of the more favorable nations in the world in terms of doing business and starting a business

- (c) India is headed towards a crisis similar to that of the years preceding 1991
- (d) India's political class allows irrelevant political concerns to come in the way of good economic decisions

Q. 2. According to the author, competitiveness is enhanced by:

- (a) Reducing the requirement for industrial licensing and clearances
- (b) By promoting the creation of public sector monopolies
- (c) By creating newer fair and comprehensive policies
- (d) By creating effective filters for foreign investment into the country

Q.3. If you were to ask the author a question on his views on the role of competitiveness in a nation's growth, which of the following would you choose?

- (a) In your opinion, is it unnecessary for the incumbent government to consider and protect the interests of the underprivileged while formulating policies?
- (b) Should India revert to the pre-liberalization conditions, given that despite the reforms of 1991, it is still not experiencing the kind of growth that had been envisioned and promised?
- (c) What are the key structural changes that should come about in the India system so as to enhance competitiveness and speed up development?
- (d) Are over-enthusiastic activism and petitioning solely responsible for the current bleak economic scenario?

TEST 3

Passage 1

After intense negotiations between Iran and the world powers (chiefly among them the United States), November 24 saw a historic breakthrough. In a six-month interim agreement, Tehran has committed itself to a substantial freezing of its nuclear program in return for "modest relief" — according to US President Barack Obama — in sanctions. The agreement will be a first step towards achieving a comprehensive solution, with which

the peaceful nature of Iran's nuclear program will be ensured while all sanctions against the country would be lifted.

Now, there has been much speculation over the degree in which the decade-long transatlantic Iran strategy of coercive diplomacy was responsible for reaching this diplomatic victory. Was it the permanent threats of war or the increasingly crippling sanctions which, in the eyes of many Western observers, that led Iran to "give in"?

Arguably, it rather was a shift away from that policy of threats and pressure, and towards serious diplomacy aiming at a reconciliation of interests (especially during the month of November), which rendered the deal possible. But yes, without any doubt the sanctions did have an impact.

The sanctions have severely deepened Iran's economic malaise, considerably harmed a variety of social groups, while part of the power elite quite comfortably adjusted to the situation. Consequently, the power gap separating the state and (civil) society was even boosted.

Yet, the immense damage that sanctions have done to society does not bear much relevance for policy-makers. However, what has gone largely unnoticed by supporters of the sanctions policy is the realpolitik fact that, contrary to their stated goal, the escalation of sanctions was accompanied by an increase in Iran's nuclear program. When Obama entered the White House, there were not even 1,000 centrifuges spinning in Iran; today, the figure stands at almost 19,000.

The reason for this is that the west views sanctions through the cost-benefit lens, according to which it can only be a matter of time until the sanctioned party will give in. In contrast, Tehran sees sanctions as an illegitimate form of coercion, which ought to be resisted, for the alternative would be nothing less than capitulation.

Nonetheless, many commentators sardonically insist on praising the sanctions' alleged effectiveness for aiding diplomacy. This is not only a sign of analytical short-sightedness, but also constitutes the not-so-covert attempt to shed a positive light on the coercive diplomacy that was pursued so far.

In reality, Iran's willingness to offer concessions is rooted within a wider context.

Firstly, Iran already demonstrated its readiness to compromise over the last three years, which the Obama administration did not dare to accept due to domestic political issues (i.e. his re-election).

Secondly, and this is likely to have been crucial for achieving the agreement in Geneva, Iran's current foreign policy is primarily not a result of pressure through sanctions. Instead, it is embedded into a specific foreign-policy school of thought which is characterized by realism and a policy of *détente*.

Notably, with Hassan Rouhani's election, the "defensive realist" school of thought reasserted power, which had already been leading during Akbar Hashemi Rafsanjani's and Mohammad Khatami's administrations. Their prime objective was a policy of *détente* and rapprochement, especially with the West but also with neighboring Arab states — namely Iran's geopolitical adversary, Saudi Arabia.

In contrast to the "offensive realists" who were taking the lead under the Ahmadinejad administration, "defensive realists" do not view foreign policy as a zero-sum game but instead as an arena where win-win situations ought to be explored – especially with the United States. Another pivotal difference between these schools of thought is their estimation of US power. While "offensive realists" see the superpower's power-projection capabilities rapidly declining, the "defensive" camp rightly acknowledges that even a US in relative decline can inflict substantial damage on weaker countries like Iran. The historically unprecedented Iran sanctions regime is a prime example for the veracity of the latter view.

Ultimately, the nuclear agreement in its core has to be seen as an American-Iranian one, which expresses the will of both sides to secure their interests in a rapidly changing regional landscape. To what extent this will affect Washington's traditional regional allies in Tel Aviv and Riyadh will be highly interesting to watch.

Q.1. Which of the following is the closest meaning of 'realpolitik'?

- (a) A kind of politico-economic system
- (b) The actual consequences of political maneuvers
- (c) A political strategy focused on practical and material factors
- (d) The idea that politics and reality are interlinked and should not be focused upon ideological things.

Q.2. What according to the author is the real reason for Iran ‘giving in’?

- (a) The inability to contain the debilitating effects of economic coercion
- (b) The overall current direction of its general policy being that of reconciliation and peace-making and strategic reasoning
- (c) A new flavor in foreign policy of appeasement and capitulation
- (d) A failure of top political machinery in protecting the nation’s pride

Q.3. What is the key point of divergence between the offensive realists and the defensive realists?

- (a) The former argues for a state’s active pursuit of power and the latter that states are best served by signaling restraint rather than aggression.
- (b) Offensive realists don’t believe in peaceful resolution of conflict while defensive realists do.
- (c) Offensive realism is a strategy of the power elite while the latter belongs to civil society.
- (d) Offensive realists believe in the effectiveness of economic sanctions while the latter condemn them.

Q.4. The author would most likely agree with which of the following?

- (a) Iran’s nuclear deal with the USA is a sign of its weakness and the effectiveness of the American economic sanctions.
- (b) The USA has emerged triumphant in the long tussle between Tehran and Washington DC.
- (c) Iran has displayed shortsightedness in pandering to the demands of the USA and compromised its own interests in the process.
- (d) Iran has key political insight and has displayed restraint that will yield invaluable future gains.

Passage 2

Manto was in Bombay when he heard the news about Pakistan: the British, quitting India at last, had decided in their haste to let the Muslim-majority regions in the east and west become a separate country. To a man like Manto—a Muslim who grew up in Sikhism’s holiest city, who derived his livelihood from the cosmopolitan film business and had many Hindu

friends—this religious designation of a landmass must have seemed unreal. “Where were they going to Inter the bones that had been stripped of the flesh of religion by vultures and birds of prey?” Manto would ask later, and not wholly rhetorically, recalling the plunder and flag-waving and killing that had broken out all around him. “Now that we were free, had subjection ceased to exist? Who would be our slaves? Thousands of Hindus and Muslims were dying all around us. Why were they dying?”

The answers were distressingly near. Even in Bombay, now a part of “secular” India, “the communal atmosphere was becoming more vicious by the day.” At the Bombay Talkies film studio where Manto was employed, Hindu staffers began sending anonymous letters to the management, demanding the removal of Muslims from high posts and threatening “everything from murder to the destruction of the studio.” Manto, suddenly a Muslim among Hindus, panicked. He “stopped going to Bombay Talkies.” He “began to drink heavily” and “all day long” would “lie on [his] sofa in a sort of daze.”

Much has been made of Manto’s decision in that difficult hour to flee to Pakistan. His friend Ismat Chughtai, herself a Muslim writer and self-avowed progressive who stayed on in India, saw in it a proof of Manto’s opportunism. She quotes him as saying that “the future looks beautiful in Pakistan” because Muslim migrants could now “get the houses of people who’ve fled from there.” But once in Lahore, now Pakistan, Manto was inconsolable. “Despite my best efforts,” he writes, “I could not dissociate India from Pakistan and Pakistan from India.” What was such a writer—one who saw maddening continuities where borders had been drawn—to do?

He could begin by putting down his most immediate impressions of the partition violence. “Siyah Hashiye” (“Black Margins”), published in October, 1948, is a collection of “sketches,” some as short as a paragraph: in “Jelly,” a murdered ice vendor’s blood has merged on the road with ice melted from his pushcart, and a child who drives past it in a horse-carriage mistakes it for jelly. In “warning,” a rich man is dragged out of his house by a mob and kicked to the ground. The mob is about to kill him when the man gets up, removes the dust from his clothes “with great dignity” and “wagging a finger at the rioters” says, “You can kill me, but I am warning you, don’t you dare touch my money!” In “The Garland,” another mob, this

one in Lahore, frantically descends on the statue of a Hindu philanthropist (Hindus began to flee Lahore as soon as it was “given” to Pakistan). One of the rioters is about to place a garland of shoes around the statue’s neck when he is shot by police and taken to the hospital—a hospital built by the same Hindu philanthropist. And this is what happens in “modesty”:

The rioters brought the train to a stop. Those who belonged to the other religion were methodically picked out and slaughtered. After it was all over, those who remained were treated to a feast of milk, custard pies and fresh fruit.

Before the train moved off, the leader of the assassins made a small farewell speech: “Dear brothers and sisters, since we were not sure about the time of your train’s arrival, regretfully we were not able to offer you anything better than this most modest hospitality. We would have liked to have done more.”

That is all there is: murder—methodical and quick—followed by a feast and an ingratiating speech. Note the withholding of tags: we don’t know the location of the massacre or the religion of the killers. All we have is a spurt of base instincts. (Including false modesty, present even in carnage.) Though “Modesty” is unrelated in plot or sequence to the other sketches in “Siyah Hashiye,” it fits in the whole—like a snapshot in a slide show. Taken one at a time, these sketches enact the speed, randomness, and anonymity of the partition violence; cumulatively they expose the partition—the coming-into-being of two flag-waving nation-states—as little more than an orgy of loot and blood. Manto’s eye for irony here is sharp as ever. And the fragmented feel of his “sketches” represents a formal breakthrough—Manto has blasted away the conventions of the short story and arrived at a jagged approximation of the partition trauma.

But the timing of “Siyah Hashiye” was off. The literary scene in Pakistan had already broken down into factions: on one side were the progressive writers, now taking cues from the Soviet Union and calling for a socialist reform of the new state, which was the project of “a few reactionaries, capitalists and feudal landlords”³; and on the other side were “liberal” writers who disdained “Art for the sake of the Party” and were more inclined to peddle the idea of a fragile and imperiled new state in need of “nation-building.” In such a fight, of what use were Manto’s writings, which offered Pakistan neither a Communist cure nor a patriotic facelift?

He was punished. The progressives called “Siyah Hashiye” reactionary; Manto responded by saying that he didn’t “care at all about ‘progressivism.’” His next story about the partition, titled “Thanda Gosht” (“Cold Flesh”), was even more unmindful of the literary temperature: Ishwar Singh, a Sikh recently returned from a round of partition killing, can’t bring himself to make love to his mistress. The mistress suspects him of infidelity—why else can’t he get it up? In a fit of jealousy she stabs Ishwar Singh with his own dagger. Bleeding to death, Ishwar Singh admits that he tried to rape an unconscious Muslim girl, only to find her already dead (the “cold flesh” of the title). While it makes some literary stabs (death as contagion, etc.), “Thanda Gosht” is, ultimately, a racy little thing, relying on that last shocking detail for effect—and may well live up to a charge of sensationalism.

But in Pakistan the charge brought against “Thanda Gosht” was much more serious. A local bureaucrat named Chaudhry Muhammad Hussain, “one of Manto’s old tormentors,” took the story to mean that “we Muslims are so utterly without a sense of honor that Sikhs can rape even our dead daughters.”

Manto was back in the dock.

A protracted court trial in Lahore had him worrying about the punishment, which came to three years in jail and a fine of three hundred rupees. Manto appealed the verdict. Eventually, after a lot of worrying (and drinking), he was let off the hook by a judge who wore a conspicuously Islamic beard. (“If I sentence Saadat Hassan Manto,” the judge had said with a Manto-esque smile, “he will go around telling everyone that he was sentenced by a man with a beard.”)

Manto now found himself in the singularly unfortunate position of being branded a “progressive” by the state and a “reactionary” by the progressives. In an essay written at this time and addressed to his readers, Manto admits to feeling “a strange melancholy.” He had “rebelled against the great upheaval that the partition of the country caused” and recovered from that “sea of blood” some “pearls of regret.” (He means his partition stories.) But these pearls had found no place in Pakistan. Manto the writer had suffered, but so had Manto the man: “My present life is full of hardship. After working day and night, I barely make enough to fulfill my daily

needs. The fear that keeps gnawing at me is that were I to die suddenly who will look after my wife and three little daughters?”

Q.1. What does the sentence, ‘Manto, suddenly a Muslim among Hindus, panicked.’ mean?’

- (a) Manto had developed strong vitriolic feelings towards Hindus
- (b) Manto did not identify with his Hindu counterparts anymore
- (c) Manto had not changed, but the circumstances around him had changed throwing his religion into sharp relief
- (d) Manto suddenly saw the clear distinction that existed between Hinduism and Islam

Q.2. Which of the following can be said to be true of the bureaucrat’s misinterpretation of the premise of ‘Thanda Ghost’?

- 1. Manto was a progressive and therefore everything he wrote was reactionary
 - 2. The bureaucrat believed Manto was trying to dishonor Islam and bring shame to the community
 - 3. The bureaucrat deliberately missed the real point of the story which aimed to highlight the human elements of the partition and unfairly charged Manto of attacking Islam
 - 4. The bureaucrat followed Manto’s work and looked for opportunities to disparage him
- (a) 1 and 4 (b) 1, 2, 3 and 4
(c) 2, 3 and 4 (d) 3 and 4

Q.3. With reference to the passage, what did Manto’s writing not offer the reader?

- (a) Irony and romanticism
- (b) Sensationalism
- (c) Satire
- (d) Political solutions

Q.4. According to the passage, it can be inferred that:

- (a) Manto was apathetic to the fate of Pakistan

- (b) The writings of Manto reflected his anguish at the partition as well as his helplessness
- (c) Manto gladly left India for Pakistan
- (d) Manto's work deserved the criticism leveled at it from all ends

Passage 3

Scientists have found the oldest DNA evidence of humans' biological history. However, instead of clarifying human evolution, the finding is adding new mysteries, NYT reports. Analysis of a DNA test of a 400,000-year-old human thighbone found in a cave in northern Spain known as the "Pit of Bones," shows an unexpected evolutionary twist, German scientists report.

The fossil found in Spain, had previously seemed to many experts to belong to a forerunner of Neanderthals and as the early hominins looked a little like Neanderthals, researchers expected their DNA to share a common ancestor. When Dr. Meyer and his colleagues drilled into the femur, they found ancient human DNA inside, just as they had hoped. However, after analyzing mitochondrial DNA extracted from the bone, it was found that early Europeans share a common ancestor with another mysterious species—eastern Eurasian sister group to the Neanderthals, the Denisovans. "Our expectation was that it would be a very early Neanderthal," Dr. Meyer said.

First discovered in Siberia in 2010, the Denisovans were a genetically different group of people who are known only by a pinkie bone and a tooth. "Everybody had a hard time believing it at first," Dr. Meyer said. "So we generated more and more data to nail it down." Until now, Denisovans were known only from DNA retrieved from 80,000-year-old remains in Siberia, 4,000 miles east of where the new DNA was found.

"Right now, we've basically generated a big question mark," said Matthias Meyer, a geneticist at the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany, and a co-author of the new study.

The mismatch between the anatomical and genetic evidence surprised the scientists, who are now rethinking human evolution over the past few hundred thousand years.

Finding such ancient human DNA was a major advance, said David Reich, a geneticist at Harvard Medical School. "That's an amazing, game-changing

thing,” he said.

“This would not have been possible even a year ago,” said Juan Luis Arsuaga, a paleoanthropologist at Universidad Complutense de Madrid and a co-author of the paper.

Since the 1970s, Spanish scientists have excavated 28 nearly complete skeletons of humans from the cave. Based on the anatomy of the fossils, Dr. Arsuaga has argued that they belonged to ancestors of Neanderthals, which lived in western Asia and Europe from about 200,000 to 30,000 years ago but the new finding give a totally different picture of human evolution especially as Denisovans were believed to be limited to East Asia, and they were not thought to look so Neanderthal-like.

As The New York Times writes, based on previously discovered ancient DNA and fossil evidence, scientists generally agreed that humans’ direct ancestors shared a common ancestor with Neanderthals and Denisovans that lived about half a million years ago in Africa. In 2006, a team of French and Belgian researchers obtained a fragment of Neanderthal DNA dating back 100,000 years, which until now was the oldest human DNA ever found, Science Direct says.

Around the same time as that discovery, Russian scientists sent the Max Planck team 80,000-year-old Denisovans’ fossils they had found in a cave in Siberia. When the German scientists sequenced the entire genome from the finger bone of a girl, it turned out to be neither human nor Neanderthal.

This made the scientists assume that their shared ancestors split off from humans’ lineage and left Africa, then split further into the Denisovans and Neanderthals about 300,000 years ago. The evidence suggested that Neanderthals headed west, toward Europe, and that the Denisovans moved east. Humans’ ancestors, meanwhile, stayed in Africa, giving rise to Homo sapiens about 200,000 years ago. Humans then expanded from Africa into Asia and Europe about 60,000 years ago. They then interbred not only with Neanderthals, but with Denisovans, too. Later, both the Denisovans and Neanderthals became extinct.

Dr. Arsuaga doubts that Denisovans were spread out across so much of the Old World, from Spain to Siberia, so one alternative explanation could be that the humans of Sima de los Huesos were not true Neanderthals, but belonged to the ancestors of both Denisovans and Neanderthals.

It is also possible that the newly discovered DNA was passed to both Neanderthals and Denisovans, but eventually disappeared from Neanderthals, replaced by other variants.

Beth Shapiro, an expert on ancient DNA at the University of California, Santa Cruz, assumes that the humans of Sima de los Huesos belong to another branch of humans, which might have been a species called *Homo erectus* and have originated about 1.8 million years ago having become extinct within the last few hundred thousand years.

“The more we learn from the DNA extracted from these fossils, the more complicated the story becomes,” Dr. Shapiro said. This new genetic link has baffled experts from around the world. Thus, Professor Chris Stringer from London’s Natural History Museum says it shattered the previous record of 100,000 year old DNA. “With the DNA from the rest of the genome, we really can build up a very full story of these earlier stages of human evolution which so far we haven’t been able to do,” he said.

Q.1. Which of the following can be concluded about the Neanderthal DNA?

- (a) They were discovered 80, 000 years ago in Siberia
- (b) They could be identified by only a pinkie bone and a tooth and were not very human-like
- (c) They have been found to be unrelated to the newly discovered DNA found in the Pit of Bones
- (d) It was more concentrated in the West than in the East

Q.2 Identify the true statement:

- (a) The Denisovans are the ancestors of Eastern civilizations and the Neanderthals of Western civilizations
- (b) The new DNA could have been passed onto both the Denisovans and the Neanderthals
- (c) Finding the new DNA was a one-off chance discovery that won’t be possible again
- (d) Dr. Arsuaga is of the opinion that the humans of Sima de los Huesos belonged to another branch of humans called the *Homo Erectus*

Q.3. Which of the following is the most startling revelation as a result of the new finding?

- (a) The revelation that human biological history may go back further than 100, 000 years to 400, 000 years.
- (b) That the DNA was related to the Denisovans, thus far believed to have been limited to the 'Old World'
- (c) That the Denisovans were not as genetically different as was previously believed
- (d) That technology that can gauge the age of DNA this old exists

TEST 4

Passage 1

The 'Right to Protect' (R2P or RtoP) doctrine developed as a direct result of conflict in the former Yugoslavia and Rwanda in the 1990s, beginning with a re-evaluation of both the obligations and role of the international community in times of conflict. In the International Commission on Intervention and State Sovereignty's (ICISS) groundbreaking report of 2001 entitled '*Responsibility to Protect*', it was argued that states have a duty to protect their population from four types of crimes: genocide, war crimes, ethnic cleansing and crimes against humanity.

When states were either unable or unwilling to meet this responsibility, the responsibility shifted then to the international community. In this sense, R2P consisted of three consistent sets of responsibilities: to prevent, react and rebuild. In 2005, world leaders at the World Summit collectively endorsed R2P and the Summit's outcome document was later adopted as a resolution of the General Assembly. R2P was further reaffirmed by UN Security Council (UNSC) Resolutions 1674 (2006) and 1894 (2009) respectively. In just a short time, R2P became a concept with significant weight in the international community.

Irrespective of its positive start, R2P had problems moving from a theoretical concept to one firmly recognized in policy. The situation in Darfur was often seen to be a 'test case' for R2P; one which was widely judged to have failed. In 2007, after the Kenyan elections, some 1,500 people were killed as a result of ethnic and tribal violence, yet through a diplomatic effort understood directly in R2P terms, both sides settled on a

power-sharing agreement – demonstrating R2P's capacity to facilitate the prevention of crimes through peaceful measures.

Moreover, R2P has been applied to circumstances it was not originally intended for, for example the slow response of Myanmar to requests for humanitarian access after Cyclone Nargis and the Russian invasion of Georgia both in 2008. In both cases the international community rejected claims of the application of R2P, further clarifying the limitations of R2P's remit. In 2009, in the midst of a situation between Sri Lankan government forces and Tamil Tigers (LTTE) in the Wanni region, the UN country team withdrew its entire staff and remained silent on potential violations of both humanitarian law and international human rights law by the state. In an Internal Review Panel of 2012, it was ruled that this outcome was a 'grave failure' by the UN, in contradiction of its core responsibilities and principles. All of the different interpretations of when R2P comes into effect illustrates that state sovereignty remains a strong international norm that can undermine action.

The different actions of the UNSC in both Libya and Syria shed some light on the current effectiveness of R2P. In 2011, in response to the violence in Libya, the UNSC passed Resolution 1970, under Chapter VII of the UN Charter. With the Qaddafi regime's failure to comply to UNSC demands, the UNSC authorized Resolution 1973, which consented the use of force in order to protect civilians from danger, enforced a no-fly zone over Libya and implemented an arms embargo. This was the first instance where the UNSC had permitted the use of force against a Member State in the name of protecting civilians.

In Syria, the UNSC initially failed to gain consensus on the conflict. There were several attempts to pass UNSC Resolutions, yet all were in vain because of vetoes by both Russia and China. For other actors, namely Russia, the experience of Libya has compelled it to openly criticize Western pressure on Syria as it might have opened the door to an undesirable regime change. The UNSC then authorized the deployment of the UN Supervision Mission in Syria (UNSMIS) during 2012, where only after a couple of months its failure to influence the conflict resulted in an embarrassing withdrawal.

R2P as a concept offers much potential but remains far from perfect. With the ‘success’ in Libya and bigger failure in Syria, it could be said that the end of R2P is quite close, simply because it is so selectively applied and in the current international framework does not allow much flexibility (such as the sheer difficulty of authorizing humanitarian intervention). If it is the end of R2P, one wonders how then intervention will be framed in the future.

Q.1. Which of the following is not a weakness of the R2P?

- (a) Due to the wide room for interpretation, it is susceptible to misuse
- (b) It falls prey to selective and impartial implementation
- (c) Human rights remain a flexible concept and more so internationally
- (d) There are not enough policy mechanisms or organizations to implement the R2P

Q.2. With reference to the passage, select the option that involves the application of a component of the R2P:

- (a) Nearly all states in the world have maintain active defense forces and a slew of international civil servants responsible for international diplomacy
- (b) Some states such as The Peoples’ Republic of China engage in repression and contraction of basic liberties like freedom of expression, that all human beings are entitled to
- (c) In many nations of the world women are not yet entitled to the same privileges as men and suffer atrocities at their hands
- (d) In some countries, the government is monarchical, and citizens assume the role of passive subjects instead of active participants.

Q.3. With regards to the implementation of R2P, which statement is not justified?

- (a) Diplomatic efforts in Kenya in order to bring both the sides to power sharing agreement show the influence of R2P. Although it missed on the timeliness part. Prior implementation could have avoided the genocide that took place just after the elections.
- (b) R2P as a concept failed to be implemented in Syria and not in Libya because of the interventions of Russia and China at the right time

,seeing the result from the Libyan case. It does reflect the political grasp of super powers on implementations of UN policies.

- (c) Withdrawal of UN forces from Sri Lanka shows the incompetency of the UN organization for not being able to implement its responsibilities properly and not the weakness of the policy of R2P.
- (d) Though theoretically R2P is a strong concept, implementation is difficult because of the difference in interpretation among the nations across the world.

Q.4. The author's tone towards the R2P is.

- (a) Critical
- (b) Skeptical
- (c) Neutral
- (d) Specious

Passage 2

JFK has often been criticised for his lack of tangible political success in the US yet his domestic record is far from poor. Civil rights formed one of the cornerstones of Kennedy's domestic programme as both the President and the Attorney General, Robert Kennedy, strove to improve the living and working conditions of African-Americans in the US. The CEEEO (Commission on Equal Employment Opportunity) was created to ensure that all federal government employees were subject to the same employment rights and 40 African-Americans were appointed to senior federal posts under his administration.

Whilst these figures may seem paltry by today's standards, these actions inspired momentum in the movement for racial equality. On June 11 1963 in his address to the nation, Kennedy became the first president since the much-revered Abraham Lincoln to publically promote the moral necessity for racial equality. In August 1963, despite initial fears about the Civil Rights March on Washington, Kennedy gave it his full backing; Martin Luther King Jr. did the rest.

Kennedy's New Frontier essentially centred on breaking down long-held beliefs that had made discrimination and exploitation the norm. During his time in office, the minimum wage was increased to \$1.25 and coverage was extended to 4.3 million people. At the same time, the Commission on the Status of Women was created in 1961 to ensure greater standards of equality for women – particularly in the work place. Kennedy's approach to

promoting sexual equality as part of his domestic programme was something that even FDR's New Deal had overlooked.

The Peace Corps, created by Kennedy to expand US influence abroad whilst also providing the American youth with the opportunity to experience different cultures and ways of life, operated under a \$375m budget in 2012. This serves to highlight the longevity of JFK's ideals which would not have stood the test of time had his policies been lacking in substance.

Foreign policy was Kennedy's biggest strength and asset, despite early failings with the Bay of Pigs debacle and the Vienna Conference. Whilst it was Eisenhower who had planned the invasion of Cuba, it was Kennedy who authorised the invasion and was rightly criticised for its failure. In Vienna in 1961, the young Kennedy was no match for his more experienced Soviet counterpart. Khrushchev left Austria thinking Kennedy to be naïve and weak.

These thoughts were quickly dispelled the following year during the Cuban Missile Crisis when Kennedy displayed strong, decisive leadership in the face of an international crisis. Despite intense pressure from leading military figures within ExComm to go to war over the placement of Soviet missiles in Cuba, Kennedy stuck to his guns and gave the Soviet Union every opportunity to withdraw missiles from Cuba without provoking military action. The naval blockade and the covert methods of negotiation he employed ultimately proved successful as he reached his goal, which in his words was "not the victory of might, but the vindication of right".

Under the spectre of nuclear war, JFK's leadership was measured. His behaviour not only eased the fears of the American people but also ensured the immediate withdrawal of Soviet missiles, thus handing his administration a significant boost both at home and abroad. Not only was war avoided, but JFK also enabled the Soviets to pull out without losing face at home by agreeing to withdraw outdated US missiles from Turkey. His actions displayed a deeply held moral belief in the pursuit of peace.

JFK's style has never been called into question. His approach to politics was fresh and he exuded a personable charm that was distinctly lacking in many of his contemporaries.

Q.1. Which quality of Kennedy from the following, do you think is not true as per the passage?

- (a) His hold on the domestic front by the implementation of the movement against Racial Discrimination.
- (b) His methods were different from conventional politicians. He was always up against the rival nations & created shadows of war. This inculcated a feeling of fear not only among the Americans, but brought him criticism throughout the world.
- (c) His ability to learn from his mistakes and failures allowed him to achieve success in the later stages of his career.
- (d) He not only proved his mettle as a successful strategist and a leader, but also a combination of fresh ideas made him stand apart from his contemporaries.

Q.2. The author would agree with which of the following judgments about the style and character of JFK's politics and personality?

- (a) He was a misfit in the world of politics, with little relevant experience and lacked foresight.
- (b) He was an asset to American polity and was crucial to the success of many civil rights' movements and initiatives in the country.
- (c) Kennedy was faultless and always authorized the best possible courses of action
- (d) Kennedy was considered a political hero and there are no questions as to his contributions to the American political system.

Passage 3

China's leaders have now agreed to relax the country's decades-old "one-child" policy. Couples now will be permitted to have two children if one parent is an only child (previously, both parents had to be only children), making the new rule applicable to most of the post-1980's generation that grew up in urban areas. But, while the potential social consequences are obvious, the likely economic impact is less apparent.

When the one-child policy was implemented in 1979 – in an effort to alleviate social, economic, and environmental pressures following the population boom in the 1950s and 1960s – the fertility rate plummeted,

from three children per household in 1970 to 1.2 in 1982. The household saving rate subsequently soared, from 10.4% in 1983 to a staggering 30.5% in 2011. Could the one-child policy have fueled this rise? If so, will the modified policy precipitate a reversal in this trend and, in turn, a consumption boom in the coming decade?

Rising fertility rates can lower the household saving rate in two main ways. First, children demand increased household expenditure – especially on education, which, for only children aged 15-22, accounts for 15-25% of total Chinese household expenditures. Second, with more children to support them in their old age, parents feel less pressure to save for retirement.

An examination of the spending and saving patterns of households with twins born under the one-child policy suggests that these changes could lead to a drop of 8-9 percentage points in China's household savings rate – to around 22% – in the coming decades. Because the birth of twins is arguably an exogenous occurrence (unrelated to factors like income and education that affect parents' decision to have multiple children), comparing households with an only child to those with twins can reveal some of the effects that an additional child has on saving.

From 2002 to 2009, the average saving rate for an only-child household was 21.3%, compared to 12.8% for a household with twins – a difference that holds across all income groups. Regression analysis of all urban households in the 1992-2009 period shows that an additional child reduced the saving rate by about 6-7 percentage points. One additional child increased education expenditure (as a percentage of household income) by an average of seven percentage points, food expenditure by 2.5 percentage points, and other spending by roughly 2.7 percentage points.

Intergenerational support – whereby children provide for parents in old age – is not only a social norm; in China, it is stipulated by law. More than half of elderly people's income derives from family support, which includes financial transfers and in-kind benefits like cohabitation. And the total amount of transfers that parents receive rises with the number of children.

The added security offered by additional offspring means that loosening the one-child policy will probably lead parents to save less on their own, and possibly even to make the kind of risky investments that would be unwise

for only-child families. In fact, the one-child policy could be an important reason why, in recent decades, Chinese households have gravitated toward riskless assets. If parents view having a second child as doubling their “safe assets,” they may decide to allocate more of their portfolio toward riskier assets.

It follows that parents of multiple children may also feel secure enough to consume more. On average, the share of household income spent by parents of multiple children on non-child-related consumption in later stages of life is about eight percentage points higher than it is for parents of only children.

The coming demographic shift will also affect national saving. The share of young dependents/borrowers will rise relative to the middle-aged working population. Reducing the proportion of high savers in the economy will tend to lower the aggregate saving rate. The share of elderly people in the population, however, will not change until a generation later.

Though the change to the one-child policy may cause a moderate consumption boom, it could also reverse a positive trend: the acceleration of human-capital accumulation. The typical only child receives significantly more educational investment than the average twin and is 40% more likely to pursue higher education (as opposed to a vocational school). This can likely be explained, in part, by a quantity-quality tradeoff.

Q. 1. Out of the following points which are in sync with the author’s thinking about the new policy:

1. The removal of “one-child policy” will increase the support to the elders in the family, thereby safeguarding their savings and support in the older age.
2. Chinese households will have increased consumption and savings rate will decline, which in turn will make the parents to invest more in assets that are riskier to increase the returns.
3. Rising fertility rates will cause more of social concerns and economic impact will be lesser.
4. The removal of such a policy will soon decrease the average age of China, thus it will add to the national savings.

(a) Only 1 & 3 (b) 1, 2 & 4

- (c) 2 & 3 (d) 2, 3 & 4

Q.2. Which of the following will NOT be a consequence of the relaxation of the one-child policy:

- (a) The Chinese will begin showing less risk-averse behavior and adopt more unconventional investment practices
- (b) The quality of education per child is likely to suffer
- (c) The economy will contract as household turn towards greater savings
- (d) The fertility rate of household will show a marked jump and the share of elderly people in the population will ascend slowly

Q.3. Identify the correct inference of the author's intent in the passage:

- (a) To insinuate that the Chinese consider their offspring as mere assets
- (b) To analyse the socio-economic impact of the revocation of the old one-child policy in China
- (c) To describe the successes and failures of the one-child policy
- (d) To depict the recent changes and patterns in the Chinese society and economy

TEST 5

Passage 1

Implicit in the freedoms we cherish in our democracy is our right to offend. That is the cornerstone of all free thought and its expression. In a country as beautiful and complex as ours, it is our inalienable right to offend that makes us the nation we are. Of course I also recognize the fact that this right attaches to itself many risks, including the risk of being targeted. But as long as these risks are within reasonable, well-defined limits, most people will take them in their stride. I am ready to defend my right to offend in any debate or a court of law. But it's not fine when mobs come to lynch you. It's not right, when they vandalize your home or burn your books or art or stop you from showing your film or, what's becoming more frequent, hire thugs to kill you. Authors, journalists, painters, and now even activists and rationalists are being openly attacked and murdered.

It's a constant challenge to walk the tightrope; to know exactly where to draw the line when you write, paint, speak. The funny thing is truth has no limits, no frontiers. When you want to say something you strongly believe in, there is no point where you can stop. The truth is always whole. When you draw a line, as discretion suggests, you encourage half-truths and falsehoods being foisted on others, you subvert your conscience. In some cases it's not even possible to draw a line. A campaigner against corruption can never stop midway through his campaign even though he knows exactly at which point the truth invites danger, extreme danger. Yet India is a brave nation and there are many common people, ordinary citizens with hardly any resources and no one to protect them who are ready to go out on a limb and say it as it is. They are the ones who keep our democracy burning bright.

Every few days you read about a journalist killed. About RTI activists murdered for exposing what is in the public interest. You read about people campaigning for a cause (like Narendra Dabholkar, who fought against superstitions, human sacrifices, babas and tantriks) being gunned down in cold blood. Even before the police can start investigations, the crime is invariably politicised. Issues of religion, caste, community, political affiliation are dragged in only to complicate (read obfuscate) the crime and, before you know it, the story dies because some other, even more ugly crime is committed somewhere else and draws away the headlines and your attention. And when that happens, criminals get away. We are today an attention deficit nation because there's so much happening everywhere, all pretty awful stuff, that it's impossible for anyone to stay focused.

Even fame and success can't protect you. Dr Dabholkar was a renowned rationalist, a man of immaculate credentials. Yet he was gunned down by fanatics who thought he was endangering their trade in cheating poor and gullible people. Husain was our greatest living painter. He was forced into exile in his 80s because zealots refused to let him live and work in peace here. They vandalised his art; hunted down his shows, ransacked them. Yet Husain, as I knew him, was as ardent a Hindu as anyone else. His paintings on the Mahabharata are the stuff legends are made of. A pusillanimous government lacked the will to intervene.

When we deny ourselves the right to offend, we deny ourselves the possibility of change. That's how societies become brutal, moribund, disgustingly boring. Is this what you want? If the answer is No and you want to stay a free citizen, insist on your right to offend. If enough people do that, change is not just inevitable. It's assured. And change is what defines a living culture.

Q.1. The author is in agreement with which of the following?

1. The right to offend is worth preserving and an essential component of a democratic set up. It allows one to put his/her point upfront when it's the need of hour.
 2. The absence of the right to offend would lead to a destruction of cultural freedom and society would degenerate into a lackluster, homogenous constant
 3. The right to offend should be absolutely limitless to safeguard us against the atrocities that are brought down upon us by the zealots, who will always prevail in the society.
 4. The right to offend is responsible for many injustices such as the murder of Narendra Dabholkar and the vandalism against Hussain's paintings
- (a) 1 (b) 1, 2 and 3
(c) 1 and 2 (d) 3 and 4

Q.2. If you were to paraphrase the word 'pusillanimous', which of the following would you choose to use:

- (a) Complacent (b) Ineffective
(c) Timid (d) Sensible

Q.3. Why is the right to offend a right worth preserving?

- (a) It empowers a select few in enforcing their opinions on others regardless of their acceptance or agreement
- (b) The right to express oneself is essential for individual development and allows for cultural advancement
- (c) To offend is to deny another of his/her right
- (d) The right to offend is a partial representation of the truth, and the truth must be expressed in public

Passage 2

Simon Murden writes, “*The Clash of Civilizations* may not have told the whole story of what was happening in the post cold war world, but it told part of it”. The claims he made shaped the contours of the international realm in a manner which was largely ignored in an age dominated by ideological leanings. The post Cold War dynamics have been captured by Huntington by elevating the importance of cultural variables. The fervor of the text is decidedly realist, however Huntington in an interview clarified that he was aware of the views which branded his work as the “latest version of billiard ball realism” but he also asserted that the difference lay in the replacement of nation state as a primary actor to civilizations as the movers’ history. In essence the Cold War paradigm now came to be replaced by a new paradigm with culture occupying the central role. The problem of binaries was evident as the shifting power equations gave way to identities being defined not in ideological terms rather they were now defined in civilizational terms which he believed was, “culture writ large”.

Huntington’s contribution lay in generating a new paradigm. Gideon Rose argued that his work was directed at the major practical and theoretical questions of the day. Herein lay his brilliance. However it has also been argued that his methodology was anecdotal in nature and it catered to few specific situations to arrive at a grand theory. His approach many believe can lead to situation based convenient explanations and arguments. Huntington was aware of this and he acknowledged the need to situating certain issues in time and space. He was never much concerned about the method, as much as he was about arriving at empirical generalizations and this encouraged him to draw comparisons. He identified the emergence of western universalism and the backlash against it which assumed various forms. It ranged from emergence of religious fundamentalism to challenges in the form of assertion of Asian Values which gained salience owing to Japan’s emergence as a major economic power.

The notion of power is central to his work. This is evident in his treatment of civilizational differences as a major source of conflict in the post Cold War era. In this sense he recognized culture as acquiring a political dimension. The issue of identity defined by religion which was obscured by the Cold War obsession with ideologies gained renewed importance. The

understanding of the 'other' was weighed against their 'own constructed identities'. Huntington warns against insistence on equating westernization and modernization. This he argues strengthens indigenizing forces and often initiates a violent opposition to the west.

Samuel Huntington's book provides a powerful and compelling analysis of a de-ideologized world in which he writes, "The velvet curtain of culture has replaced the iron curtain of ideology as the most significant dividing line in Europe". On the one hand was Francis Fukuyama who was proclaiming that the collapse of the Soviet Union signaled the end of history as liberal values triumphed, and on the other hand was Huntington who evidently was uncomfortable with such a Universalist claim. Huntington writes that, "western belief in universality of western culture suffers from three problems: it is false; it is immoral; and it is dangerous".

He recognized the pitfalls of viewing the neo liberal concepts of interdependence largely in terms of the west and acknowledged the need for, "universalism at home and multiculturalism abroad". The 'Clash of Civilizations thesis' despite its misinterpretations, became conventional wisdom when much of the conflicts and wars in the world could be articulated in terms of being a conflict between different cultures. The 9/11 incident signaled the potency of cultural differences. The borders of civilizations for Huntington became sacrosanct. To the extent that many have argued, he ignored the cross cultural interactions which shaped these civilizations and the internal schisms characteristic of many of them.

Q.1. Which of the following is NOT a conclusion applicable to Huntington's work or style?

- (a) Huntington's work had a distinctively realist flavor with a stand opposite to the neo liberal world's generalized universality
- (b) Huntington employed an anecdotal methodology to arrive at grand theories
- (c) Huntington was essentially a universalist who used empirical generalizations to justify his deductions
- (d) Huntington was a critic of the neo-liberal school of thought and believed that the curtain of ideology was being replaced by the curtain of culture

Q.2. If you were to ask Samuel Huntington a follow-up question based on your reading of this passage, which of the following would be the LEAST FAVORABLE option?

- (a) What are the disadvantages of viewing the world through the Universalist prism?
- (b) Can culture be prevented from taking on political dimensions such as in the West, or this inevitable? Again, is it necessary?
- (c) In what ways can cross-cultural interactions shape entire civilizations?
- (d) Is ideology completely irrelevant in the age of the curtain of culture?

Q.3. In the context of the passage, the best replacement (that would not alter the meaning of the sentence) for the phrase 'internal schisms' would be:

- (a) Internal estrangements
- (b) Internal detachments
- (c) Internal rifts
- (d) Internal dissension

Passage 3

A country under foreign domination seeks escape from the present in dreams of a vanished age, and finds consolation in visions of past greatness. That is a foolish and dangerous pastime in which many of us indulge. An equally questionable practice for us in India is to imagine that we are still spiritually great though we have come down in the world in other respects. Spiritual or any other greatness cannot be founded on lack of freedom and opportunity, or on starvation and misery. Many western writers have encouraged that notion that Indians are other-worldly. I suppose the poor and unfortunate in every country become to some extent other-worldly, unless they become revolutionaries, for this world is evidently not meant for them. So also subject peoples.

As a man grows to maturity he is not entirely engrossed in, or satisfied with, the external objective world. He seeks also some inner meaning some psychological and physical satisfactions. So also with people and civilizations as they mature and grow adult. Every civilization and every people exhibit these parallel streams of an external life and an internal life.

Where they meet or keep close to each other, there is an equilibrium and stability. When they diverge conflict arises and the crises that torture the mind and spirit.

Q.1. The passage mentions that “this world is evidently not meant for them”. It refers to people who

1. Seek freedom from foreign domination.
2. Live in starvation and misery.
3. Become revolutionaries

Which of the statements given above is/are correct?

- (a) 1 and 2
- (b) 2 only
- (c) 2 and 3
- (d) 3 only

Q. 2. Consider the following assumptions :

1. A country under foreign domination cannot indulge in spiritual pursuit.
2. Poverty is an impediment in the spiritual pursuit.
3. Subject peoples may become other-worldly.

With reference to the passage, which of the above assumptions is/are valid?

- (a) 1 and 2
- (b) 2 only
- (c) 2 and 3
- (d) 3 only

Q.3. The passage thematically centers on

- (a) The state of mind of oppressed people
- (b) Starvation and misery
- (c) The growth of civilization
- (d) Body, mind and spirit of people in general.

Q.4. According to the passage, the torture of the mind and spirit is caused

- (a) By the impact of foreign domination.

- (b) By the desire to escape from foreign domination and find consolation in visions of past greatness.
- (c) Due to lack of equilibrium between an external life and an internal life.
- (d) Due to one's inability to be either revolutionary or other-worldly.

TEST 6

Passage 1

The concept of 'creative society' refers to a phase of development of a society in which a large number of potential contradictions become articulate and active. This is most evident when oppressed social groups get politically mobilised and demand their rights. The upsurge of the peasants and tribals, the movements for regional autonomy and self-determination, the environmental movements, and the women's movements in the developing countries are signs of emergence of creative society in the contemporary times. The forms of social movements and their intensity may vary from country to country and place to place within a country. But the very presence of movements for social transformation in various spheres of a society indicates the emergence of a creative society in a country.

Q.1. What does the author imply by "creative society"?

- 1. A society where diverse art forms and literary writings seek incentive.
- 2. A society where social inequalities are accepted as the norm.
- 3. A society where a large number of contradictions are recognised.
- 4. A society where the exploited and the oppressed groups grow conscious of their human rights and upliftment.

Select the correct answer using the codes given below:

- (a) 1, 2 and 3
- (b) 4 only
- (c) 3 and 4
- (d) 2 and 4

Q. 2. What according to the passage are the manifestations of social movements?

1. Aggressiveness and being incendiary.
2. Instigation by external forces.
3. Quest for social equality and individual freedom.
4. Urge for granting privileges and self-respect to disparaged sections of the society.

Select the correct answer using the codes given below:

- (a) 1 and 3 only
- (b) 2 and 4 only
- (c) 3 and 4 only
- (d) 1, 2, 3 and 4

Q.3. With reference to the passage, consider the following statements:

1. To be a creative society, it is essential to have a variety of social movements.
2. To be a creative society, it is imperative to have potential contradictions and conflicts.

Which of the statements given above is/are correct?

- (a) 1 only
- (b) 2 Only
- (c) Both 1 and 2
- (d) Neither 1 nor 2

Passage 2

Ecosystems provide people with a variety of goods and services; food, clean water, clean air, flood control, soil stabilization, pollination, climate regulation, spiritual fulfillment and aesthetic enjoyment, to name just a few. Most of these benefits either are irreplaceable or the technology necessary to replace them is prohibitively expensive. For example, potable fresh water can be provided by desalinating sea-water, but only at great cost.

The rapidly expanding human population has greatly modified the Earth's ecosystems to meet their increased requirements of some of the goods and services, particularly food, fresh water, timbre, fiber and fuel. These

modifications have contributed substantially to human well being and economic development. The benefits have not been equally distributed. Some people have actually been harmed by these changes. Moreover, short-term increases in some ecosystem goods and services have come at the cost of the long-term degradation of others. For example, efforts to increase the production of food and fiber have decreased the ability of some ecosystems to provide clean water, regulate flooding and support biodiversity.

Q.1. With reference to the passage, consider the following statements.

Expanding human population has an adverse effect on:

1. Spiritual fulfillment
2. Aesthetic enjoyment
3. Potable fresh water
4. Production of food and fiber
5. Biodiversity

Which of the statements given above are correct?

- (a) 1, 2 and 3 only
- (b) 2, 4 and 5 only
- (c) 3 and 5 only
- (d) 1, 2, 3, 4 and 5

Q.2. The passage mentions that “some people have actually been harmed by these changes”. What does it imply?

1. The rapid expansion of population has adversely affected some people.
2. Sufficient efforts have not been made to increase the production of food and fiber.
3. In the short term some people may be harmed, but in the long term everyone will benefit from modifications in the Earth’s ecosystems.

Which of the statements given above is/are correct ?

- (a) 1 only
- (b) 2
- (c) 1 and 3
- (d) None of the statements given above.

Q.3. With reference to the passage, consider the following statements :

1. It is imperative to modify the Earth's ecosystems for the well being of mankind.
2. Technology can never replace all the goods and services provided by ecosystems.

Which of the statements given above is/are correct?

- (a) 1 only
- (b) 2 only
- (c) Both 1 and 2
- (d) Neither 1 nor 2

Passage 3

For achieving inclusive growth there is a critical need to rethink the role of the State. The early debate among economists about the size of the Government can be misleading. The need of the hour is to have an enabling Government. India is too large and complex a nation for the State to be able to deliver all that is needed. Asking the Government to produce all the essential goods, create all the necessary jobs, and keep a curb on the prices of all goods is to lead to a large cumbersome bureaucracy and widespread corruption.

The aim must be to stay with the objective of inclusive growth that was laid down by the founding fathers of the nation and also to take a more modern view of what the state can realistically deliver.

This is what leads to the idea of an enabling state, that is, a government that does not try to directly deliver to the citizens everything that they need. Instead, it (1) creates an enabling ethos for the market so that individual enterprise can flourish and citizens can, for the most part, provide for the needs of one another, and (2) steps in to help those who do not manage to do well for themselves, for there will always be individuals, no matter what the system, who need support and help. Hence we need a government that, when it comes to the market, sets effective, incentive-compatible rules and remains on the sidelines with minimal interference, and, at the same time, plays an important role in directly helping the poor by ensuring that they get basic education and health services and receive adequate nutrition and food

Q.1. According to the passage:

1. The objective of inclusive growth was laid down by the founding fathers of the nation.
2. Need of the hour is to have an enabling Government.
3. The Government should engage in maximum interference in market processes.
4. There is a need to change the size of the Government.

Which of the statements given above are correct?

- (a) 1 and 2 only
- (b) 2 and 3 only
- (c) 1 and 4 only
- (d) 1,2,3 and 4

Q.2. According to the passage, the strategy of inclusive growth can be effected by focusing on

- (a) Meeting all the needs of every citizen in the country.
- (b) Increasing the regulations over the manufacturing sector.
- (c) Controlling the distribution of manufactured goods.
- (d) Delivery of the basic services to the deprived sections of the society.

Q.3. What constitutes Government an enabling?

1. A large bureaucracy.
2. Implementation of welfare programmes through representatives.
3. Creating an ethos that helps individual enterprise.
4. Providing resources to those who are underprivileged.
5. Offering direct help to the poor regarding basic services.

Select the correct answer from the codes given below:

- (a) 1, 2 and 3 only
- (b) 4 and 5 only
- (c) 3, 4 and 5 only
- (d) 1, 2, 3, 4 and 5

Q.4. Why is the State unable to deliver “all that is needed” ?

1. It does not have sufficient bureaucracy.

2. It does not promote inclusive growth.

Select the correct' answer from the codes given below:

- (a) 1 only
- (b) 2 only
- (c) Both 1 and 2
- (d) Neither 1 nor 2

Q.5. What is the essential message being conveyed by the author of the passage?

- (a) The objectives of inclusive growth laid down by the founding fathers of the nation should be remembered.
- (b) The Government needs to make available more schools and health services.
- (c) The Government needs to establish markets and industries to meet the needs of the poor strata of the society.
- (d) There is a need to rethink the role of the State in achieving inclusive growth.

TEST 7

Passage 1

Now India's children have a right to receive at least eight years of education, the gnawing question is whether it will remain on paper or become a reality. One hardly needs a reminder that this right is different from the others enshrined in the Constitution, that the beneficiary – a six year old child cannot demand it, nor can she or he fight a legal battle when the right is denied or violated. In all cases, it is the adult society which must act on behalf of the child's right to education when denied, no compensation offered later can be adequate or relevant. This is so because childhood does not last. If a legal battle fought on behalf of a child is eventually won, it may be little use to the boy or girl because the opportunity missed at school during childhood cannot serve the same purpose later in life. This may be painfully true for girls because our society permits them only a short childhood, if at all. The Right to Education (RTE) has become law at a point in India's history when the ghastly practice of

female infanticide has resurfaced in the form of foeticide. This is “symptomatic of a deeper turmoil” in society which is compounding the traditional obstacles to the education of girls. Tenacious prejudice against the intellectual potential of girls runs across our cultural diversity and the system of education has not been able to address it.

Q.1. With reference to the passage, consider the following statements :

1. When children are denied education, adult society does not act on behalf of them.
2. Right to Education as a law cannot be enforced in the country.

Which of the statements given above is/are correct?

- (a) 1 only
- (b) 2 only
- (c) Both 1 and 2
- (d) Neither 1 nor 2

Q.2. According to the passage, what could be the traditional obstacle to the education of girls ?

1. Inability of parents to fight a legal battle when the Right to Education is denied to their children.
2. The traditional way of thinking about girls’ role in society.
3. The prejudice against the intellectual ‘potential of girls.
4. Improper system of education.

Select the correct answer from the codes given below:

- (a) 1 and 2 only
- (b) 2 , 3 and 4 only
- (c) 1, 3 and 4 only
- (d) 1, 2, 3 and 4

Q.3. On the basis of the passage, consider the following statements:

1. Right to Education is a legal right and not a fundamental right.
2. For realising the goal of universal education, the education system in the country must be made identical to that of developed countries.

Which of the statements given above is/are correct ?

- (a) 1 only

- (b) 2 only
- (c) Both 1 and 2
- (d) Neither 1 nor 2

Q.4. Which one of the following statements conveys the key message of the passage?

- (a) India has declared that education is compulsory for its children.
- (b) Adult society is not keen on implementing the Right to Education.
- (c) The Right to Education, particularly of a girl child, needs to be safeguarded.
- (d) The system of education should address the issue of Right to Education.

Q.5. Which one of the following statements conveys the inference of the passage?

- (a) The society has a tenacious prejudice against the intellectual potential of girls.
- (b) Adults' cannot be relied upon to fight on behalf of children for – their Right to Education.
- (c) The legal fight to get education for children is often protracted and prohibitive.
- (d) There is no sufficient substitute for education received in childhood.

Passage 2

A species that exerts an influence out of proportion to its abundance in an ecosystem is called a keystone species. The keystone species may influence both the species richness of communities and the flow of energy and materials through ecosystems. The sea star *Pisaster ochraceus* which lives in rocky intertidal ecosystems on the Pacific coast of North America, is also an example of a keystone species. Its preferred prey is the mussel *Mytilus californianus*. In the absence of sea stars, these mussels crowd out other competitors in a broad belt of the intertidal zone. By consuming mussels, sea star creates bare spaces that are taken over by a variety of other species.

A study at the University of Washington demonstrated the influence of *Pisaster* on species richness by removing sea stars from selected parts of the intertidal zone repeatedly over a period of five years. Two major

changes occurred in the area from which sea stars were removed. First, the lower edge of the mussel bed extended farther down into the intertidal zone, showing that sea stars are able to eliminate mussels completely where they are covered with water most of the time. Second, and more dramatically, 28 species of animals and algae disappeared from the sea star removal zone. Eventually only *Mytilus*, the dominant competitor, occupied the entire substratum. Through its effect on competitive relationships, predation by *Pisaster* largely determines, which species live in these rocky intertidal ecosystems.

Q.1. What is the crux of the passage?

- (a) Sea star has a preferred prey.
- (b) A preferred prey determines the survival of a keystone species.
- (c) Keystone species ensures species diversity.
- (d) Sea star is the only keystone species on the Pacific coast of North America.

Q.2. With reference to the passage, consider the following statements:

1. Mussels are generally' the dominant species in intertidal ecosystems.
2. The survival of sea stars generally determined abundance of mussels.

Which of the statements given above is/are correct?

- (a) 1 only
- (b) 2 only
- (c) Both 1 and 2
- (d) Neither 1 nor 2

Q.3. Which of the following is/are implied by the passage?

1. Mussels are always hard competitors for sea stars.
2. Sea stars of the Pacific coast have reached the climax of their evolution.
3. Sea stars constitute an important component in the energy flow in intertidal ecosystem.

Which of the statements given above is/are correct ?

- (a) 1 and 2
- (b) 2 only
- (c) 1 and 3
- (d) 3 only

Q.4. Consider the following assumptions:

1. The food chains/food web in an ecosystem are influenced by keystone species.
2. The presence of keystone species is a specific characteristic of aquatic ecosystems.
3. If the keystone species is completely removed from an ecosystem, it will lead to the collapse of the ecosystem:

With reference to the passage, which of the above assumptions is/are valid?

- (a) 1 only
- (b) 2 and 3 only
- (c) 1 and 3 only
- (d) 1, 2 and 3

Q.5. Which is the most dominant competitor of the Pisaster?

- (a) The mussels
- (b) the sea oyster
- (c) the sea star
- (d) the sea urchin

Passage 3

A moral act must be our own act; must spring from our own will. If we act mechanically, there is no moral content in our act. Such action would be moral, if we think it proper to act like a machine and do so. For, in doing so, we use our discrimination. We should bear in mind the distinction between acting mechanically and acting intentionally. It may be moral of a king to pardon a culprit. But the messenger carrying out the order of pardon plays only a mechanical part in the king's moral act. But if the messenger were to carry out the king's order considering it to be his duty, his action would be a moral one. How can a man understand morality who does not use his own intelligence and power of thought, but lets himself be swept along like a log

of wood by a current? Sometimes a man defies convention and acts on his own with a view to absolute good.

Q.1. Which of the following statements best describe/describes the thought of the writer?

1. A moral act calls for using our discretion.
2. Man should react to a situation immediately.
3. Man must do his duty.
4. Man should be able to defy convention in order to be moral.

Select the correct answer from the codes given below

- (a) 1 only
- (b) 1 and 3
- (c) 2 and 3
- (d) 1 and 4

Q.2. Which of the following statements is the nearest definition of moral action, according to the writer?

- (a) It is a mechanical action based on official orders from superiors.
- (b) It is an action based on our sense of discretion.
- (c) It is a clever action based on the clarity of purpose.
- (d) It is a religious action based on understanding.

Q.3. The passage contains a statement “lets himself be swept along like a log of wood by a current.” Among the following statements, which is/are’ nearest in meaning to this?

1. A person does not use his own reason.
2. He is susceptible to influence /pressure.
3. He cannot withstand difficulties/ challenges.
4. He is like a log of wood.

Select the correct answer using the codes given below:

- | | |
|-------------|-------------|
| (a) 1 only | (b) 1 and 2 |
| (c) 2 and 3 | (d) 1 and 4 |

◇ **Answer Key**

Test 1

Passage 1

- | | | |
|--------|--------|--------|
| 1. (b) | 2. (c) | 3. (d) |
|--------|--------|--------|

Passage 2

- | | |
|--------|--------|
| 1. (b) | 2. (b) |
|--------|--------|

Passage 3

- | | | |
|--------|--------|--------|
| 1. (b) | 2. (a) | 3. (b) |
|--------|--------|--------|

Test 2

Passage 1

- | | | |
|--------|--------|--------|
| 1. (c) | 2. (a) | 3. (b) |
|--------|--------|--------|

Passage 2

- | | | | |
|-------|--------|--------|--------|
| 1 (c) | 2. (c) | 3. (d) | 4. (c) |
|-------|--------|--------|--------|

Passage 3

- | | | |
|--------|--------|--------|
| 1. (b) | 2. (a) | 3. (c) |
|--------|--------|--------|

Test 3

Passage 1

- | | | | |
|--------|--------|--------|--------|
| 1. (c) | 2. (b) | 3. (a) | 4. (d) |
|--------|--------|--------|--------|

Passage 2

- | | | | |
|--------|--------|--------|--------|
| 1. (c) | 2. (d) | 3. (d) | 4. (d) |
|--------|--------|--------|--------|

Passage 3

- | | | |
|--------|--------|--------|
| 1. (d) | 2. (b) | 3. (a) |
|--------|--------|--------|

Test 4

Passage 1

- | | | | |
|--------|--------|--------|--------|
| 1. (d) | 2. (a) | 3. (b) | 4. (c) |
|--------|--------|--------|--------|

Passage 2

1. (b) 2. (b)

Passage 3

1. (c) 2. (c) 3. (b)

Test 5

Passage 1

1. (c) 2. (c) 3. (b)

Passage 2

1. (c) 2. (c) 3. (c)

Passage 3

1. (b) 2. (d) 3. (a) 4. (c)

Test 6

Passage 1

1. (c) 2. (c) 3. (b)

Passage 2

1. (c) 2. (a) 3. (b)

Passage 3

1. (a) 2. (d) 3. (c) 4. (d) 5. (d)

Test 7

Passage 1

1. (d) 2. (b) 3. (a) 4. (c) 5. (d)

Passage 2

1. (c) 2. (b) 3. (d) 4. (a) 5. (a)

Passage 3

1. (a) 2. (b) 3. (b)

SOLUTIONS

Test 1

Passage 1

1. Mentioned in the 4th sentence of the 1st paragraph.
2. The answer is evident from the following lines from the passage, 'His sometimes absurd, and sometimes elegant plays demonstrate a great skill in mixing comedy with honest and sincere ideas. Aristophanes' plays certainly contain many wild and vulgar jokes, yet they also discuss serious concerns of his time, such as politics, art, and education.'
3. Clear from the following sentence of the passage, Aristotle left behind texts detailing his thoughts and questions on physics and astronomy, as well as meteorology, sleep patterns, raising animals, and numerous other subjects.'

Passage 2

1. In the last 5-6 lines of the last paragraph all the 3 points have been clearly mentioned.
2. The following lines clarify the answer choice, 'having said good-night very amicably, took his way home by himself to a western suburb'.

Passage 3

1. The assembly is the most important issue, it is the topic of the passage so the question has to be related to it.
2. This is given in the lines from the passage 'The Conference provides a setting in which citizens can bring problems to the group for discussion and creative problem-solving.'
3. The answer is clearly mentioned in the following lines , 'The Assembly follows certain rules of logic: in order for masses of people to enter into collective decision-making they must be organized prior to any decisions having been made.'

Test 2

Passage 1

1. The tone is clearly ironical as it talks about so many paradoxes that were prevalent in those times, with a tinge of mockery and sadness.
2. The writing style here uses contrasts to show how equal and opposing forces were pitted against each other in the struggle.
3. It is mentioned as a negative remark, a taunt in the case of France, in the last paragraph of the passage.

Passage 2

1. Hobbes espoused psychological egoism, or the belief that human beings are obligated to act in their own self-interest, even to the detriment of others. In all of the above, the protagonist has an option between saving himself/herself or doing good for others. It is only in option (c) that the mother acting to save her own son compromises self-interest. This is the course of action that Hobbes is thus most likely to reject
2. Hobbes held a pessimistic view of the nature of human beings in that he believed them to be egotistical, power-seeking and rational beings. Selfless action and the spirit of sacrifice was alien to this conception. Thus option (c) is not a characteristic of human beings, as Hobbes saw it.
3. The state of nature is described by Hobbes as an extremely unsafe place where all human beings are equal, but fear for their own lives. It is characterized by a lack of safety, suspicion and each man being against every other. While option c describes a characteristic of the state of nature, it does not particularly indicate a disadvantage. It is (a) and (b) together that describe the nature of life in the state of nature.
4. 'Covenant' here signifies the agreement that members of the state of nature enter into, in order to escape it. It is neither a decree nor an order. A close option is 'undertaking' but this does not convey the fact that it is a collective decision. Thus (c) is the correct answer.

Passage 3

1. B is the false statement as it is mentioned in the passage that India in the World Bank's Doing Business Report 2013 has slipped from

131st to 134th position.

2. In the third paragraph of the passage, the author describes the measures that were undertaken to 'restore competitiveness' to India, which involved industrial licensing and clearances abolishment. This is definitely one of the ways of enhancing competitiveness, which makes option a, by default, the correct answer. We don't even have to check to the other options, but if we did, we'd find them to be incorrect with respect to given question.
3. The author is opposed to the suggestions in questions a and b, as these are detrimental to the growth of the nation. Option (d) is not correct because it involves an exaggerated suggestion that is not consonant with the theme of the passage. The third passage correctly summarizes what has been said in the entire passage, that key structural changes are necessary for enhancing growth and correcting the present order in the country. Hence, this is the correct answer.

Test 3

Passage 1

1. It is politics or diplomacy based primarily on power and on practical and material factors and considerations, rather than explicit ideological notions or moral or ethical premises.
2. The author mentions in the passage that Iran had thought out its decision to conclude a nuclear deal with the USA, and had a strategy behind doing so. Thus, it was not a coerced, confused or hapless move, as is suggested by options (a), (c) and (d). Thus (b) is the correct answer.
3. The 'offensive realists' as their name suggests propose more aggressive and spontaneous measures than their counterparts, the 'defensive realists', who believe in passive defensive techniques. This is best expressed in option (a), while (b), (c) and (d) deal with irrelevant or incomplete.
4. Since the author believes that Iran's move was a tactical and calculated one, which was based on key political considerations and

concerns, he would not agree with the view that USA had triumphed over or defeated Iran as is suggested by options (a), (b) and (c). Option (d) is the best answer.

Passage 2

1. The author here wants to suggest that India's partition changed the lives of people, without really changing them at all. They were all still the same people, but suddenly circumstances around them had changed, causing Manto to suddenly feel conscious of his religion among Hindus.
2. The author's suggestion that the bureaucrat was a constant critic of Manto's work would imply that he deliberately chose to ignore the merit that Manto's writing deserved, and instead castigated Manto for faults he perhaps didn't even have. Options (c) and (d) capture this idea the best, and hence (d) is the correct answer.
3. It is said by the author that Manto's work was a misfit in its time, when if writing didn't offer a 'communist cure' or a 'patriotic facelift', it was considered useless. Thus (d), which refers to political ideologizing, is what Manto's work did not attempt to provide.
4. The entire passage attempts to delineate Manto's predicament upon the partition of his nation and his subsequent attempts to deal with the same through his written work. His body of work based on the partition suggest that he was deeply moved by it. Nor was he glad to leave his home for Pakistan. Manto's work did indeed receive a huge amount of criticism. Thus option b is the correct answer.

Passage 3

1. 'The evidence suggested that Neanderthals headed west, toward Europe, and that the Denisovans moved east.' This line of the passage can make us safely conclude that option d is the answer.
2. The author includes Dr. Arsuaga's view that both Denisovans and Neanderthals could have possessed the gene. Thus option (b) is the correct answer.

3. The concluding paragraph of the passage provides the clue as to the most important revelation of the new finding, which is that human biological history may extend beyond 100,000 years ago. This is mentioned in option a, which is the answer.

Test 4

Passage 1

1. The first three options can all be regarded as weaknesses of the R2P as it is mentioned in the passage that it is an open, flexible, differently interpreted concept that has been on occasion used by nations to further interests other than human rights. The fourth option is clearly false as the ICISS and UNSC resolutions are mentioned in the passage and there are references to the role of the international community in debate and diplomacy.
2. The Responsibility to Protect involves three components of government action: prevention, reaction and rebuilding efforts in situations that inhibit human rights. Only the first option describes anything that even remotely resembles such government action. The other three options on the other hand involve abuse of human rights.
3. Answer is (b) because; author has clearly mentioned that the results of the Libyan war had compelled the countries like Russia and China to draft vetoes. No justification whatsoever can be provided for the political grasp of super powers on the implementation of UN Policies, US being the spearhead of all. Still it was not able to take any corrective measures.
4. The author is both critical and skeptical of the R2P, but he also mentions its achievements however many they may be. He ends by saying 'R2P as a concept offers much potential but remains far from perfect' and also 'If it is the end of R2P, one wonders how then intervention will be framed in the future.' indicating his appreciation of its viability, however limited. The fourth option is a red herring, meant to throw the student because it has no relevance to the author's tone ('specious' meaning: circumspect).

Therefore the third option is the best answer.

Passage 2

1. The answer is (b) because his way of handling the situations, ability to bounce back from failures, fresh skills as a politician and a successful administrator had made the Americans to have confidence in his leadership skills, thereby easing their fear.
2. The author mentions that although he has been criticized for his lack of political success, Kennedy's domestic record is 'far from poor'. This rules out option (a) and (d) which state these exact extremes. Option (c) is also negated because Kennedy's failure in the Bay of Pigs is mentioned. Therefore, option (b), describing his efforts towards breaking down discriminatory attitudes and practices is the right answer.

Passage 3

1. Rise in the number of children will cause the savings to fall down, increase in consumption which has been clearly mentioned by the author in the passage. Although number of youngsters will increase, but since the "One-Child" policy has been running from quite a long time, it would take another generation to change the average age for China. Author has clearly mentioned that more of social concerns will arise instead of economic impacts. Parents will feel their children as "Safe asset" so will in turn invest more in riskier assets. So the answer is (c).
2. The entire passage focuses on a single theme: that household in China will be encouraged to save less and spend more as a consequence of the relaxation of the old policy. Thus option (c) is clearly not a consequence.
3. Option (b) is the best option of all as it correctly summarizes the entire passage. Option is wrong as the author makes no such judgment and makes an objective outline of the policy and its revocation. Option (c) is wrong as the author makes a wider study of the policy than just its successes and failures. Option (d) is wrong as it throws a net too far that includes other analyses that the author in this passage does not cover.

Test 5

Passage 1

1. Option (c) is the correct answer as the author believes the right to offend (within certain limits) is an essential part of a democratic, vibrant societal set up. Option (c) and (d) are in direct violation of these principles.
2. The meaning of the word is 'lacking in courage'. Timid is the best option in the given context.
3. Option (b) is the best answer as it accurately summarizes the sentiment of the author who is in clear support of absolute freedom of expression. The other options are not clear representations of this sentiment, while (c) is in direct contradiction. Thus, option (b) is appropriate.

Passage 2

1. The author categorically mentions that Huntington was uncomfortable with the Universalist claim of Francis Fukuyama in predicting the end of history with the collapse of the Soviet Union. This is clearly not a characteristic of Huntington or his writing.
2. The question in option (c) is one the author is unlikely to entertain as he is believed to have ignored cross-cultural interactions in his study of civilizations. This makes this question the least favorable one to ask him.
3. As the passage speaks of the divisions between different cultures that create separate identities for each of them, option (c), which most nearly means 'divisions' is the best answer.

Passage 3

1. This is evident from the passage because it talks about the poor and the suffering and how they are not able to survive in this world unless they become revolutionaries. Here the thought process of the author goes in the manner that these poor people are not able to live a normal comfortable life, due to which the world is not a place where they could live in a manner every normal person would want

to. It is out of their reach and hence it is said that the world is not meant for them. In other words it is a place meant for people who have the means and power to survive.

2. The last line of the 1st paragraph clearly talks about subject peoples, hence statement 3 is correct.
3. This is the central theme or basis of the whole passage, since it is written from their view point.
4. Mentioned in the last two lines of the passage.

TEST 6

Passage 2

1. Clearly mentioned in paragraphs 1 and 2 of the passage.

Passage 2

1. Mentioned in the last 3 lines of the passage.
2. Means that the changes have caused harm to some people or affected them negatively.
3. Statement 1 is totally wrong, hence only the second statement is valid.

Passage 3

1. Social movements are the 2nd step, but not the essential part, thus only statement 2 is absolutely correct.
2. Delivery of the basic services to the deprived sections of the society. [last paragraph of the passage.]
3. Mentioned in points 1 and 2 in the passage which talks about the role of the enabling government.
4. Because the government has to be enabling and thereby promote inclusive growth...not mentioned in both the statements.
5. The 1st line of the 1st paragraph hints towards this, option a gets included in option (d), thus option (d) is a superior option.

TEST 7

Passage 1

1. Both the statements are not mentioned in this context in the passage hence both are invalid.
2. The last 4 lines of the passage mention these points.
3. Mentioned at the start of the passage.
4. Clearly one of the key points of the passage, mentioned as an important fact in the last few lines.
5. Since it is an inferential question, thus the answer cannot be directly stated in the passage and has to be inferred, thus option (d) is the correct choice which is easily inferred whereas option (a) is directly stated, hence not the correct answer.

Passage 2

1. This is the central theme of the passage.
2. It is clearly stated in the passage that the quantity of mussels in an area is determined by the presence or absence of its predators, the sea stars. Statement 1 is incorrect as mussels are controlled by sea stars hence cannot be termed as the dominant species, and are rather called the competitive species.
3. Clearly mentioned in the passage, in the 1st paragraph
4. Statement 1 is definitely true, whereas statement 3 is not true because removal of the keystone species does not devastate or collapse the ecosystem, rather it changes it.
5. The mussels is the most dominant competitor of the Pisaster, and is clearly mentioned in the first few lines of the passage.

Passage 3

1. A moral act must be our own act; must spring from our own will. Hence statement 1 is correct, although statement 4 is also mentioned but it says sometimes so it is not the usual but a rarity, thus only 1 is the best option.
2. A moral act must be our own act; must spring from our own will. Hence, option (b) is the right option.

3. It means that he is not using his own mind but is influenced or obeys orders blindly. Thus both statements 1 and 2 are relevant.

OceanofPDF.com

Level of Difficulty—III

Seven

chapter

TEST 1

Passage 1

Nitro-glycerine has long been famous for its relief of angina pectoris attacks but ruled out for heart attacks on the theory that it harmfully lowers blood pressure and increases heart rate. A heart attack, unlike an angina attack, always involves some localized, fairly rapid heart muscle death, or myocardial infarction. This acute emergency happens when the arteriosclerotic occlusive process in one of the coronary arterial branches culminates so suddenly and completely that the local myocardium—the muscle area that was fed by the occluded coronary—stops contracting and dies over a period of hours, to be replaced over a period of weeks by a scar, or “healed infarct.” In 1974, in experiments with dogs, it was discovered that administration of nitro-glycerine during the acute stage of myocardial infarction instantly reduced the extent of myocardial injury, provided that the dogs’ heart rate and blood pressure were maintained in the normal range. Soon after, scientists made a preliminary information of the clinical applicability of nitro-glycerin in acute heart attack in human patients. Five of twelve human subjects developed some degree of congestive heart failure. Curiously, the nitro-glycerine alone was enough to reduce the magnitude of injury in these five patients, but the seven patients whose

heart attacks were not complicated by any congestive heart failure, were not consistently helped by the nitro-glycerin until another drug, phenylephrine, was added to abolish the nitro-glycerin-induced drop in blood pressure. One explanation for this is that the reflex responses in heart-rate, mediated through the autonomic nervous system, are so blunted in congestive heart failure that a fall in blood pressure prompts less of the cardiac acceleration which otherwise worsens the damage of acute myocardial infarction.

It appears that the size of the infarct that would otherwise result from a coronary occlusion might greatly be reduced, and vitally needed heart muscle thus saved, by the actions of certain drugs and other measures taken during the acute phase of the heart attack. This is because the size of the myocardial infarct is not really determined at the moment of the coronary occlusion as previously thought. The fate of the stricken myocardial segment remains largely undetermined, hanging on the balance of myocardial oxygen supply and demand, which can be favourably influenced for many hours after the coronary occlusion. So it is possible to reduce the myocardial ischemic injury during acute human heart attacks by means of nitro-glycerin, either alone or in combination with phenylephrine. Other drugs are also being tested to reduce myocardial infarct size, particularly drugs presumed to affect myocardial oxygen supply and demand, including not only vessel dilators such as nitro-glycerin but also antihypertensives, which block the sympathetic nerve reflexes that increase heart rate and work in response to exertion and stress. Such measures are still experimental, and there is no proof of benefit with regard to the great complications of heart attack such as cardiogenic shock, angina, or mortality. But the drugs for reducing infarct size now hold center stage in experimental frameworks.

1. According to the passage, the primary difference between a heart attack and an angina attack is that a heart attack
 - (a) involves an acceleration of the heartbeat.
 - (b) cannot be treated with nitro-glycerin.
 - (c) takes place within a relatively short period of time and always results in a damage to the muscle tissue of the heart.
 - (d) All of the above.

- (e) Both b and c.
2. In the study referred to in the passage, the patients who developed congestive heart failure did not experience cardiac acceleration because:
- (a) the nitro-glycerin was not administered soon enough after the onset of the heart attack.
 - (b) the severity of the heart attack blocked the autonomic response to the nitro-glycerin induced drop in blood pressure.
 - (c) administering phenylephrine mitigated the severity of the drop in blood pressure caused by nitro-glycerin.
 - (d) phenylephrine abolished the drop in blood pressure caused by nitro-glycerin.
 - (e) doctors were able to maintain blood pressure, and thus indirectly, the pulse rate, in those patients.
3. The passage provides information to answer all of the following questions EXCEPT:
- (a) What are some of the physiological manifestations of a heart attack?
 - (b) What determines the size of a myocardial infarct following a heart attack?
 - (c) What effect does nitro-glycerin have when administered to a patient experiencing a heart attack?
 - (d) What are the most important after effects of heart attacks?
 - (e) None of these.
4. It can be inferred from the passage that nitro-glycerine is of value in treating heart-attacks because it
- (a) lowers the blood pressure.
 - (b) stimulates the healing of an infarct.
 - (c) causes cardiac acceleration.
 - (d) dilates blood vessels.
 - (e) increases the myocardial infarct.
5. The author's attitude towards the use of nitro-glycerin and other drugs to treat heart attack can best be described as one of

- (a) Concern
 - (b) Resignation
 - (c) Anxiety
 - (d) Optimism
 - (e) Pessimism.
6. It can be inferred that the phenylephrine is administered in conjunction with nitro-glycerin during heart attack in order
- (a) to prevent cardiac acceleration caused by a drop in blood pressure.
 - (b) to block sympathetic nerve reflexes that increase the pulse rate.
 - (c) To blunt the autonomic nervous system which accelerates the pulse rate.
 - (d) To reduce the size of a myocardial infarct by increasing oxygen supply.
 - (e) To increase the blood pressure.

Passage 2

Hopes of a significant appreciation of the euro have faded yet again, as the dollar surges amid talk of a speedy recovery in the American economy. Does the weakness of the single European currency matter?

“HOW do they know?” asked Dorothy Parker when told that the former American president Calvin Coolidge, famous for his inactivity, had died. It is a bit like that with the euro: when people start fretting about its weakness, it is tempting to point out that it was ever thus. Since January 1999, when the European single currency came into being, it has consistently underperformed expectations about its value in relation to the American dollar and, to a lesser extent, the Japanese yen. So the latest bout of euro-anxiety prompts two questions. What’s new this time? And does euro weakness matter anyway?

It is difficult not to sympathise with those who wonder what the latest fuss is about. It is true that since the beginning of the year the euro, has once again seen its value against the dollar fall. It is also true that this has been a disappointment to those who see the currency’s external value as somehow symbolic of Europe’s economic strength and who had hoped that the introduction of euro notes and coins on January 1st would somehow

transform the new currency's fortunes. But as often happens with discussions about exchange rates, too much emphasis can be placed on short-term fluctuations.

Such debates are also prone to exaggeration. The euro has lost about 3-4 per cent of its value against the dollar in the past month. It may yet lose more. But so far, it remains above the lowest point it has reached in the past six months; and it is still significantly higher than its all-time low, reached in October 2000. And while in the short term, it would be a mistake to attribute too much economic wisdom to the foreign-exchange markets, it is not difficult to find reasonable expectations for the euro's decline.

Foremost is the judgment of many economists that America is now poised for recovery from recession and, if the trends seen in the latest data are confirmed, to do so more quickly than many people had anticipated. Of all the world's rich economies, America has persistently proved the most dynamic and resilient; and nothing that has happened during the current global downturn seems to contradict that. It is, of course, possible that the optimists are taking too rosy a view of American prospects: although the Federal Reserve decided against another cut in interest rates last week, it sounded a note of caution, talking about the continuing risk of economic weakness.

But the euro-area's performance has given much greater cause for concern. Most economists reckon Germany—the world's third-largest economy, and the euro zone's biggest—is in recession. The German downturn, moreover, came after a relatively brief and half-hearted upturn, especially when compared with the longest peacetime expansion in American history. The euro-area's lacklustre economic performance has disappointed many of those who had detected signs of a stronger commitment to reform, especially in Europe's traditionally rigid labour markets. In the event, reform has been slow to materialise and most euro-area economies have a long way to go before their labour markets are as flexible as those in America, or even Britain. Plans to dismantle state-run monopolies and to open Europe's markets to greater competition are also taking much longer to push through than previously seemed likely.

Seen in this light, the relative weakness of the euro is helpful for the euro-zone economies. The lower the value of the euro, the more competitive are

euro-area exports to the rest of the world. Indeed, some big American manufacturers have recently begun to complain about the strength of the dollar, both in relation to the euro and to the yen: they are finding it harder to compete in world markets.

Indeed, it is possible to argue that the euro's continuing weakness is at least partly an inevitable reflection of the dollar's strength. The American currency has consistently defied predictions of impending collapse. It remains the currency of choice in times of trouble, as its sharp appreciation since the war on terror that began after the events of September 11th has shown.

The good news for European exporters is that the American government shows no sign of seeking to push the dollar down. There is great scepticism in Washington about the idea of exchange-rate co-ordination (a tactic much favoured in the 1980s, for example). Paul O'Neill, the treasury secretary, said recently that he had no sympathy for American manufacturers who lobby against a strong dollar. Good companies, he argued, do not live or die on exchange rates.

Because the dollar is still the world's principal reserve currency—there are large holdings of dollars outside America—any pronounced and prolonged decline in its value ultimately depends on there being attractive alternative assets for people to hold. Many Europeans—or at least European leaders—had hoped that the euro would assume this role. For some, it was a matter of pride, which the new currency's weakness has bruised. In fact, the figures show an increasing number of private-sector bond issues are denominated in euros, for example.

7. According to the passage, which of the following about the performance of Euro is not true?
- (a) Euro has under-performed against the Dollar and Yen both.
 - (b) Euro performed very well before Jan. 1999.
 - (c) There is little hope of a significant recovery of the Euro in the near future.
 - (d) There was a definite hope of a significant appreciation of the Euro.
 - (e) It needs to be seen whether the value of the Euro matters at all.
8. It can be inferred from the passage that

- (I) Some people see Euro's external value as a symbol of Europe's economic strength.
- (II) Some people hoped that the introduction of Euro notes and coins would transform the future of Europe.
- (III) The hopes of Euro's gaining strength against the dollar crashed.
 - (a) Only III
 - (b) Only I and II
 - (c) Only I and III
 - (d) I, II and III
 - (e) Only I

9. According to the passage, does Euro's weakness matter anyway?

- (a) Definitely, yes
- (b) Probably, yes
- (c) Definitely, not
- (d) Probably, not
- (e) Nothing can be inferred.

10. From the passage, all of the following cannot be inferred except

- (a) America is all set to come out from the current downturn
- (b) The current global downturn has destroyed the confidence of people in American economy.
- (c) The current global downturn contradicts the popular belief about the resilience of American economy.
- (d) The judgment of many economists would most likely not be vindicated.
- (e) The Euro is crucial for the world economy.

11. According to the passage, the term "Euro-area's" stands for

- (a) European countries.
- (b) Area of Europe.
- (c) Euro's area of circulation.
- (d) Members of the European Union.
- (e) Germany & Britain.

Passage 3

We can see because the eye forms a small inverted image of the outside world in the light-sensitive cells of the retina. However, the retinal image is flat, like a photograph or TV screen. How do we see the three dimensions? The two eyes look at the world from slightly different vantage points, and the difference or disparity between the images is used by the brain to see the third dimension. The generally accepted physiological theory of disparity-sensing is that the cells in the brain are stimulated by light falling on slightly different parts of the left and right eyes, making them most responsive to objects at a particular distance. A population of slide cells, each tuned to a different disparity, could in principle provide sufficient information to recover the third dimension. Such cells have been found in monkeys, and models of stereoscopic vision based on their properties have been successfully simulated by computers.

A potential problem arose first from some observation by the German physicists Carl van Pulfrich, who reported that if a person viewed the world with a sunglass lens over one eye (with both eyes open), moving objects appeared displaced in distance from their true positions. It is possible to see this effect on a TV screen: examine an action movie with an ordinary sunglass lens over one eye and objects such as a car moving across the screen from left to right will appear out of the plane from out of the screen.

This unsolved problem was one of the factors that led me to investigate stereoscopic depth perceptions at high velocities. An optical engineer working at Zeiss (jena) proposed an elegant explanation for the Pulfrich effect. Suppose that the reduction of light in one eye causes it to respond more sluggishly and thus, to delay its signals to the brain. So the covered eye sees the moving object at an earlier time and thus, at an earlier point on its trajectory. This disparity fools the disparity-sensitive cells into computing a false position for the target. The conjecture was triumphantly confirmed when direct recording from retinal cells showed that their response was indeed delayed by reducing the amount of illumination. But calculations carried out on the *effect* revealed some surprising twists. Effect can be simulated by using a stereoscope that slightly delays the signal to one eye. It turns out that our brain senses time delays as small as one half of a thousand of a second. This is smaller than the interval between nerve

impulses when a neuron is firing at its fastest rate (about 1,000 impulses per second). Another fact is that the *effect* is still seen when the moving target is presented in a series of flashes such that the flashes occur in the same places in the two eyes, but with a slight delay between the two eyes.

This would not be expected from the simple disparity theory. Finally, a 3D *effect* is seen when the purely random noise such as snowstorm on a detuned TV receiver is examined with a delay between the eyes. Where is the disparity in this case? Anomalies such as these led to the suggestion that the brain computes the position of moving targets by some special mechanism, which is directly sensitive to the differences between the eyes. Is there a stereo mechanism tuned to the movement? I decided to examine the question using a special class of stimuli called sine-wave gratings? Surprisingly, I observed that viewers could not detect delays between the eyes as the velocity of the movement was increased. There seemed to be no upper velocity limit to detection: observers could tell which eye was stimulated first at velocities of up to 1,0000 per second. Observers could detect delays as little as 450 microseconds.

12. Which of the following according to the passage, is incorrect:
 - I. According to the Pulfrich *effect*, the covered eye sees the object at an earlier time.
 - II. The image formed by the eye on the light sensitive cells of the retina is doubly inverted.
 - III. The amount of illumination affects the disparity sensitive cells.
 - IV. The brain images stationary and moving objects similarly.
 - (a) II only
 - (b) II and III only
 - (c) II and IV only
 - (d) I and II
 - (e) II, III and IV only
13. The generally accepted physiological theory of disparity sensing is that
 - I. Two eyes look at the world from slightly different vantage points.

- II. Viewers could not detect delays between the eyes as the velocity of the movement was increased.
 - III. The cells in the brain are stimulated by light falling on slightly different parts of the left and right eyes, making them most responsive to objects at a particular distance.
 - IV. Effects can be stimulated by using a stereoscope that slightly delays the signal to one eye.
 - (a) I & II only
 - (b) II & III only
 - (c) I & III only
 - (d) I & IV only
 - (e) I, II, & III but not IV.
14. Which of the following is correct according to the passage?
- (a) Our brain senses time delays as small as one tenth of a thousandth of a second.
 - (b) Three dimensional images are uniform to all living species.
 - (c) Brain computes the position of moving targets by some special mechanism.
 - (d) The neuron is responsible for the delay in images formed in the eye.
 - (e) The eye forms a small inverted image in the light-insensitive cells of the retina.

Passage 4

The story of Giselle is a simple one. A country girl falls for a prince who has come to her village in disguise. When she finds that her Albrecht is a *poseur*, actually betrothed to a princess, she goes mad and dies. He visits her grave, penitent. Giselle, now a spirit, is commanded by the queen of the spirits to lure Albrecht to death by her dancing; instead, she rescues him before returning to her grave.

It is all in the best early 19th-century German Romantic taste: jovial peasants, gloomy forests, simpering maidens dancing in a line and a dreadfully sentimental score. Or so it appeared to Alicia Markova when at

18 she began to hear suggestions that she should dance the role. The world, surely, had moved on since then.

She herself had embraced a style of ballet utterly removed from organza and *pas de deux*. Since being taken up by Serge Diaghilev, who had spotted her in 1924 as a waif-like child at her Chelsea dancing class, she had been at the cutting-edge of the modern movement. She had worn a daring white leotard, covered with squiggles drawn on personally by Matisse, to dance the title role in Stravinsky's "Le Rossignol", and had learned, under Stravinsky's direction, to move to melody rather than beats. The world of the 1920s was cynical and syncopated the ballet full of athleticism, primitivism and jazz. It had no room, surely, for the sugary old melodramas of Gaultier and Heine.

Nonetheless, Diaghilev—"Sergi pop", as she called him—had planned a Giselle for her before he died, in 1929. And in 1932, as she assisted Olga Spessivtseva, who was dancing the role, Miss Markova felt her attitude changing. Sitting on a chair in the wings, she began by simply scrutinizing the diva's footwork; but by the end of Act 1, she found herself in tears. She had never dreamt that so much emotion could be combined with the strictness of classical dancing. As she wrote later, still surprised, "I had not been schooled in this."

From that moment, Giselle was her role, danced almost constantly until she retired in 1963. It was one that particularly suited her, combining steely strength with ethereal grace. For much of the second act, she seemed to float and fly, as if the air was her natural element. Sometimes her leading men (usually Anton Dolin, with whom she was supposed to have been secretly in love) appeared to have trouble bringing her to earth again. Yet the multiple *fouettes* of the second act were exhausting, and the double-turning jumps were something no woman had done before her. Her dancing was all the more extraordinary because, as a child, she had been so knock-kneed and flat-footed that doctors predicted she would spend her life in leg-irons.

Yet Giselle was still a rather creaky, old fashioned vehicle for a woman who was also, at the same time, wildly dancing the Polka in Walton's "Facade" and cavorting in a body-suit in Stravinsky's "Rouge et Noir". She was often asked why it was so important to her. In her small, careful voice she would

explain that Giselle was the fullest single expression of what can be said in terms of the dance. It was her duty, she felt, to keep the beauty of that character alive through her own.

It was also her duty to bring classical ballet to audiences in Britain and America that had lost touch with it, or had never known it. Dance in the early 20th century was a Russo-French monopoly; plain Alice Marks had been rechristened “Markova” by Diaghilev because a dancer with a British name would not be taken seriously. This she resolved to change, and Giselle was her means to do it.

The role was a central feature of the seasons she helped arrange in the 1930s and 1940s at the Ballet Rambert and the Vic Wells Ballet Gater the Royal Ballet, both ensembles newly formed to cater to the masses. She danced it not only at the Old Vic and the New York Met but at a greyhound-racing stadium in London, where, in the interval, the balletomanes queued for hot dogs and orangeade. Once she left her wings in a cab; the driver happily returned them to “the dancer who flies”.

Over the years, her personality and Giselle’s became inseparable in the public mind. Her fans were certain that, when analysing Giselle in her book, “Giselle and I”, she was describing herself:

She is quiet, yet inflexible in her loves and loyalties, sensitive, yet with an innate simplicity. Always she stands a little apart from her exotic colleagues, the great ladies of Ballet’s fairyland, scarcely venturing into this regal Court of Stars, though in one sense, she is Queen of them all.

In reality, the simple village girl was on \$1,000 a week, and able to negotiate such fees with merciless hard-headedness. Rather than favouring peasant skirts and wreaths of woodland flowers, her tastes ran to full-length mink coats and Ferragamo shoes. The onstage wraith would fall on steaks and chocolates as soon as the curtain had descended. But there was always a china-cool remoteness and independence about her—and absolutely no doubt, until Margot Fonteyn’s star began to rise, that she was queen of them all.

15. The 1920s world of ballet contained all of the following except:
 - (a) athleticism.
 - (b) melodrama.

- (c) primitivism.
 - (d) jazz.
 - (e) None of these.
16. The author's style in the passage can at best be described as
- (a) flattering.
 - (b) admiring.
 - (c) appreciating.
 - (d) both (b) & (c).
 - (e) critical.
17. According to the passage, which of the following is not true?
- (a) Gautier did not stand for melodramas.
 - (b) Markova was not flat-footed as a child.
 - (c) Markova brought classical ballet to Germany.
 - (d) Heine did not stand for melodramas.
 - (e) All of the above.
18. Which of the following is not a merit of Markova according to the passage?
- (a) her ability to deal with money.
 - (b) her independent views.
 - (c) loyal and sensitive with innate simplicity.
 - (d) flat-footedness and knock-kneed.
 - (e) none of the above.
19. According to the passage, which of the following as a ballet dancer, rose to stardom after Alicia Markova?
- (a) Margot Fonteyn
 - (b) Olga Spessivtseva
 - (c) Serge Diaghileu
 - (d) Alice Mark.
 - (e) Cannot be determined from the information in the passage.

Passage 5

My last growth point offers a chance to bring together the perspectives of Darwin, Marx and Freud. It leads us to the question at the foundations of the human sciences: what is basic, how amenable to change is human nature and how can we bring about more humane human relations? As I see it, all these matters come together in the problematic Marxist notion of 'second nature'. First nature is the biologically given-domain whose boundaries have themselves never been clearly drawn and are now quite open as a result of the phenomena of pharmacology, biofeedback (in traditional and modern forms) and genetic engineering (an area in which the future is open in both positive and alarming senses).

But without pushing those boundaries between the voluntary and involuntary nervous system and between mere inheritance and manipulated inheritance, we have a large scope for deep reflection and serious practice. Historians of the human sciences will know that belief in the extreme plasticity of human behavior has been held by behaviourists, operant conditioning theorists and those thinking in the related tradition of Pavlovian conditioning. At the other extreme, behavioural geneticists and sociobiologists have held relatively pessimistic views on the potential for change in human behaviour. Moreover, the sociobiologists have made various takeover bids into ethics and the social sciences, although these seem under control for the present.

There is a similar continuum on the optimism/pessimism axis among psychoanalysts. Does psychoanalysis or psychoanalytical psychotherapy change the self or merely adapt it to the given of the inner and outer worlds? Second nature is history experienced as if it were unmodifiable—as though it were not amenable to change through practice and enlightenment. Belief in the ability to learn through practical experience is the sine qua non of an enlightened human science, however onerous and slow the process of change. Those of us in the East and West who reached for rapid change in the nineteen-sixties, have learned a lot about the pace that one can hope for.

Neurosis is a perfect example of second nature. On a larger scale, so is racism. On a still larger scale, so are capitalism and eastern European socialism. Beyond these in a degree of generality, lie hierarchy and patriarchy. An important desideratum for a human science is the study of

the relative refractoriness to change of various aspects and levels of human nature.

The writings I have found most helpful in understanding second nature are both Freudo-Marxist. They are the works of Herbert Marcuse and Russell Jacoby, although other members of the Frankfurt school, as well as the Lukacs of *History and Class Consciousness*, and various Hungarian philosophers, have also thought about it. Both Marcuse and Jacoby have written widely against various reductionisms – Darwinian, vulgar Marxist and biologicistic Freudian. They have also essayed against extremes of voluntarism and Dionysiac Freudianism. Both have been concerned to pay due respect to the given in biology, economics, culture and therapy, while striving for a better psychic and social order. Both have de-emphasized traditional notions of class struggle as the key to social change and have focused more clearly on cultural and other political processes. Their perspectives are complemented by the writings of Gramsci on the subtle ways in which consent is organized. In addition to his concept of hegemony, I have benefited from Raymond Williams' writings on cultural materialism. His critique of base-superstructure model of vulgar Marxism stresses the complexity of mediation between culture on the one hand, and the production and reproduction of real life on the other. Indeed, he adds the crucial insight that culture is in the base—a material, that is, spiritual need. Raymond Williams died between the delivery and the publication of this talk. His voice—its substance and its tone – are central to my conception of humanity, and I wish to dedicate my remarks to his memory.

This brings us back to basics. Look now, Darwin, Marx and Freud are mutually constitutive, Darwin brings historicity to the heart of the sciences, linking life to the earth and our humanity to both. Teleological and anthropomorphic concept lie at the basis of his concept of natural selection. Marx teaches us the historicity of all—including scientific-concepts, and points out that there is only one science, the science of history. Freud teaches us that all of history and culture continue to be mediated by basic human drives and that no matter how high we reach into abstractions, our thought remains rooted in primitive psychic mechanisms.

It would seem, then, that our conception of human science must always draw on these three dimensions of what Marx calls our species being. The

historical, conceptual and practical tasks that follow from this will surely occupy all of us at least to the retiring age.

We have in these three thinkers—at first glance—biology, economics and the psyche, but looked at more closely, each takes us to history and historicity, to culture and its roots and to the question of the nature and extent of what is distinctly human—the limits, the realities, the visions, aspirations and achievements now and in the future. As I read them, each offers us a conception of the disciplined study of humanity which always retains a notion of human values in action as the central guiding conception. None will do alone while the task of integrating them in historical studies and in theory has hardly begun. Their writings span the century between about 1840 and 1940. Darwin (1809–82) and Marx (1818–83) were—how easily we forget this – near contemporaries and published their main works almost simultaneously. They died within a year of each other, just over a hundred years ago. (Indeed, 1986 was the centenary year of Darwin’s Life and Letters.) Freud was a toddler of three years when *The Origin of Species* and *An Introduction to Political Economy* appeared in 1859. The problematic of his life’s work makes little sense without seeing both Darwin and Marx as providing the framework of ideas and aspirations about nature and human nature, which he addresses. All three are very much alive today—vivid—providing us with the terms of reference for both a realistic and a cautiously hopeful view of our humanity.

20. According to the passage, the role of belief in the ability to learn through practical experience for an enlightened human science is

- (a) very important.
- (b) indispensable.
- (c) insignificant.
- (d) unimaginable.
- (e) dispensable.

21. According to the passage, which of the following is most helpful in understanding second nature?

- (a) Freud and Marx
- (b) Herbert Marcuse and Russel Jacoby
- (c) Members of Frankfurt school

(d) (b) and (c) both

(e) Lukaces of History and class-consciousness.

22. According to the passage, which of the following is true?

(a) Marcuse and Jacoby rejected the role of class struggle as the key to social-change and have laid emphasis on cultural and political processes.

(b) Marcuse and Jacoby recognised the role of class-struggle as the key to social-change.

(c) Marcuse and Jacoby saw the cultural and political processes as the only key to social change.

(d) Marcuse and Jacoby recognised a lesser role of class-struggle as the key to social-change than that of the cultural and political processes.

(e) None of these.

23. According to the passage

I. Behaviourists believe in the potential for extreme change in human behaviour.

II. Behavioural geneticists do not believe in the potential for extreme change in human behaviours.

III. Sociobiologists believe, to some extent, in the potential for extreme change in human behaviour.

(a) (I) and (II) are correct.

(b) Only (I) is correct.

(c) (I) and (III) are correct.

(d) Only (II) is correct.

(e) Only II & III are correct.

24. According to the passage, all of the following are not true except:

(a) Freud does not see any meeting point between history and culture.

(b) Darwin rejects the centrality of life.

(c) Freud, Marx and Darwin are not in contradiction among themselves, but they do project different perspectives.

(d) Darwin and Marx are unanimous on the role and place of history in linking life to the earth and our humanity to both.

- (e) Freud, Marx, and Darwin are contradictory to each other.
- 25. According to the passage, Darwin, Marx and Freud all provide us the most important conception of
 - (a) historicity
 - (b) humanity
 - (c) history
 - (d) human sciences
 - (e) evolution

TEST 2

Passage 1

For a perspective on the polarization electrotonic hypothesis, one should consider the examples of simple forms of temporary connexion-summation reflex and the dominant *focus*, generally called the dominant. Though akin to the conditioned reflex in character, both differ from it by a number of significant attributes. In eliciting conditioned reflexes, the summation reflex and the dominant are the initial phases of their initiation. So the latter two forms must be logically defined as temporary connexions or the initial phases of a single complex process leading to the rise of new connexions. The dominant and its physiological mechanisms are more complex than the summation reflex. For one thing, the latter has not the large inertia that the dominant has. For another, if there is any conjugate inhibition during the summation reflex, it occurs not in the way it does under the dominant. In that event, furthermore, conjugate inhibition differs from the conventional reciprocal reaction of inhibition because it exerts itself via the connexions brought about by newly formed interrelations in the central nervous system, and not via the connexions anatomically consolidated through the process of evolution. The conditions for and phases of conditioning are well-known from the doctrine of higher nervous activity. The physiological mechanisms for conditioned reflex elaboration are genetically linked with summation. This is not to say that conditioned reflex is equivalent to either the dominant or summation reflex, even though both of them, by virtue of their mechanism, do have a role in the formation of a complex form of temporary connexion. The general circuit diagram of the relation between the

physiological mechanisms of summation reflex, the dominant and conditioned reflex may be dissimilar to the relation between specific forms of expression of the dominant and conditioned reflexes. This is because each of them can have a varied degree of complexity in terms of the structures involved in the reaction, levels of the structures and their implications for animal behaviour. For our hypothesis, the startling theoretical assumptions have been the Pavlov theory for dynamic localization of functions and the Ukhtomsky concept of the dominant. In the general context of his theory regarding dynamic localization of functions, Pavlov introduced the concept of 'centre' as a functional integration of neural formations located on different levels in the central nervous system. Variable functions of the nerve cells in the cerebral cortex, according to Pavlov, depend on their *state* which, other conditions being equal, controls their response to a stimulus. Ukhtomsky, reasoning from Wedensky's teaching but drawing on other specific evidence, developed the same understanding of 'centre'. By general inference from Wedensky's teaching, he accepted the proposition that the *functional state* of an excitable substrate, other conditions being equal, determines the reaction to a stimulus. These general postulates by the classics of physiology premised our initial theoretical position for experiments with action by direct current on the cortex and subcortical formations. This was our line of reasoning: if indeed Pavlov and Wedensky with Ukhtomsky were right in assuming that the functional state of a neural substrate, other conditions being equal, does determine the response to a stimulus, then direct current must of necessity be made part of the experiment, much more on the cerebral cortex. The general physiology of the nervous system knows of no better factor to employ as the agent to modify gradually, the state of a neural substrate, than weak direct current. It was our feeling that by gradually modifying the intensity of direct current it would be possible to pick up all progressive alterations of the functional state and locate the optimum likely to give rise to the exact state, necessary for the formation of however simple, but still new, temporary connexion in the cerebral cortex. The thesis suggesting for the state of a neural substrate, a decisive role in determining, other conditions being equal, the reaction to a stimulus, lays a bridge that joins the Pavlov doctrine with that of Wedensky-Ukhtomsky, its derivation from different experimental data notwithstanding.

The first fundamental principle of the polarization electrotonic hypothesis is this: *weak direct current, more precisely the electric field it generates, acts on the cerebral cortex, modifying the state of the nerve cells there and is an essential determinant factor of change in the function of these cells.*

Based on pertinent experimental findings in our laboratory and data from the literature, we have come to the conclusion (Rusinov, 1951) that overall rhythms of the electrical activity of the cerebral cortex suggest, first and foremost, the presence of a connexion between neurons that may have three different forms, or types, of expression. The first type of the functional connexion between neurons is a gradually spreading excitation (which we called 'local spreading excitation'). The second type is a propagating wave of excitation, shown electrographically as an action current or action potential (AP). The third connexion type is electrotonic, that is, similar to the action of a direct current. All the three types of the connexion, between 'neuron's' comprise a total connexion system, and thereby define the functional unity of the nervous system. Let us examine these types of functional communication between neurons to see which is the major one in the formation of simple forms of temporary connexion. On present neurophysiological evidence, discrete processes in the nervous system—in the form of action potentials driving impulse transmission—occur mainly in the nerve fibre and not at the neuronal input and output, the critical integration sites of the neuron; the gradual processes in action there may be described as continuous functions. Some evidence in the literature suggests that changes in the state of the neuron may not necessarily be accompanied by the generation of an impulse, but still influence the activity of neighbouring neurons, thus compelling recognition for the probabilistic character of neuronal discharge. There is no question that an electric field has the ability to modify the activity of neighbouring neurons. In other words, the processes going on in the nervous system make up a complex plexus of both analog and discrete properties of the system, which is at once deterministic and probabilistic in character. Much attention is being paid today to the functional role of gradual electrotonic potentials and their presumed involvement in information transmission to the neighbouring neuron, particularly, through dendrodendritic or axoaxonal junctions or even as a gradual process propagating via the axon itself. In view of the

methodological difficulties involved, there are as yet no accurate direct electro physiological data on that score. There are nonetheless indirect pointers to possible conveyance of gradual electrical activity through the axon in the form of a monophasic potential. The proposition about the first type of connexion between neurons ensued from experiments with repeated KCl alteration of the sciatic nerve in the frog. Wedensky considered such a nerve segment and the processes set in train there in response to stimulation, as an analog, a model of the cell in the central nervous system. Our laboratory offered a clear demonstration that under certain conditions, specifically after repeated alteration with KCl of a frog sciatic nerve segment, gradual potentials are able to radiate through the nerve in monophasic waves. Because of its resemblance with local excitation, it was called 'local spreading excitation' but in fact, this is gradual spreading excitation (Grindel and Rusinov, 1957). Therefore, the concept of gradual spreading excitation as a possible type of functional connexion between neurons leaned on the support of factual data. Frolov and Mauranin from the neurocybernetics laboratory of the Institute of Higher Nervous Activity and Neurophysiology have presently shown, using a mathematical model, that apparently, an intermediate potential between the AP and electrotonic potential might propagate in dendrites of the central nervous system (CNS). Our first type of functional connexion between neurons is exactly the intermediate type between AP and electronic transmission. As is known, evidence for the possible transmission in the form of a gradual potential has been found also for the retina. The American investigators, Schmitt, Dev and Smith (1976), emphasize in the article 'Electrotonic Processing of Information by Brain Cells' that investigations of the latter day anticipate recognition of an important role for local circuits in higher brain functions (Schmitt et al, 1976). Among other things, they point to a major rethinking on the concept that information transfer between neurons requires the spike to spread. The data of the recent years indicate that minor gradual changes in one neuron may affect the electrical activity of other neurons (Dowling, 1970; Ezrokhi, 1970; Shepherd, 1974). Our proposition for the third type of functional connexion between neurons was rested on the data of Wedensky and other scientists, about the effect and long-distance effect in the nervous system of a weak direct current, meaning the physiological electrotonic. For, consistent with the Wedensky concept, we do distinguish between physical

and physiological electrotonic. While the former is observable on live and dead nerves, the latter is on the live nerve only. Consequently, speaking about the third type of functional connexion between neurons, we mean properly the electrotonic effect similar to the effect of a weak direct current. Now it is common knowledge that the effect of a weak direct current on CNS can modify the distribution of interspike intervals. The study of the influence of a weak direct current (from 0 to $10 \cdot 10^{-6}$ A) on cortical and subcortical formations was the central line of research in a series of our works devoted to the polarization dominant. The second fundamental principle of the polarization electrotonic hypothesis for the formation of simple forms of temporary connexions reads as follows: *in addition to the presence and action of chemical and electric local fields, there exist three types of the functional connexion between neurons expressed bioelectrically as a spreading gradual potential, a well-familiar action potential, and an electrotonic interaction.* All the three types support the system of communication between neurons and participate in the formation of the dominant and initiation of the dominant focus.

1. What defines the functional unity of the nervous system?
 - (a) The state of a neural substrate.
 - (b) Local spreading excitation, action potential and electrotonic connexions.
 - (c) The dynamic localisation of functions.
 - (d) Summation reflex and the dominant focus.
 - (e) Local spreading excitation of a neural substrate.
2. What may not be similar according to the passage, to the relation between specific forms of expressions of the conditioned & dominant reflexes?
 - (a) The temporary connexions or the initial phases of a single complex process, leading to the rise of new connexions.
 - (b) The functional states of a neural substrate.
 - (c) The relation between the physiological mechanisms of the three reflexes, i.e., summation, dominant & conditioned shown by a general circuit diagram.
 - (d) All of the above.

- (e) Both (a) & (b).
- 3. What ensued from the experiments that were done in the sciatic nerve in the frog with repeated potassium chloride alterations?
 - (a) The hypothesis about the first type of connexion between neurons.
 - (b) The functional state of an excitable substrate.
 - (c) The difference between the physical and physiological electrotones.
 - (d) Electrotonic Processing of Information.
 - (e) The functional state of physiological electrotones.
- 4. Discrete processes in the nervous system—in the form of action potential driving impulse transmission—happens
 - (a) at the neuronal input and output.
 - (b) the critical integration sites of the neuron.
 - (c) in the nerve fibres.
 - (d) all of the above locations.
 - (e) Only (a) & (b).
- 5. What did Pavlov mean by the concept of 'centre'?
 - (a) A functional integration of neural formations on different levels of the CNS.
 - (b) an excitable substrate.
 - (c) A cell.
 - (d) A nucleus.
 - (e) An excitable substrate of neural formations on different levels of the CNS.
- 6. What are the initial phases of a single complex process which give rise to the new connexions?
 - (a) Summation reflex.
 - (b) Dominant focus.
 - (c) Both (a) and (b).
 - (d) Either (a) or (b).
 - (e) Nither (a) nor (b).

7. According to the Polarisation Electrotonic hypothesis, what is supposedly similar to the action that might also be stimulated by the action of a direct current?
- (a) Local spreading excitation.
 - (b) Propagating wave of excitation.
 - (c) Action Potential.
 - (d) Electrotonic connexion.
 - (e) None of these.
8. While considering the examples of simple forms of temporary connexions, the author logically arrives that the dominant focus (or the dominant) together with its physiological processes is supposedly more complex than the other simple form of temporary connexion, the summation reflex, due to which of the following?
- I. Summation reflex does not have the large inertia the dominant has.
 - II. Conjugate inhibition differs from the conventional reciprocal reaction of inhibition in the dominant.
 - III. Conjugate inhibition during the summation reflex differs in its occurrence from its occurrence in the dominant.
- (a) I only
 - (b) I & II
 - (c) I & III
 - (d) All of these.
 - (e) II & III only.
9. Which of the following is true according to the passage?
- I. Pavlov's theory regarding the dynamic localisation of functions says that the suspense of nerve cells to a stimulus is controlled by the state of the excitable substrate.
 - II. Ukhtomsky's concept of the dominant was formulated subsequent to the teachings of Wedensky.
 - III. According to Ukhtomsky, other things being equal, the functional state of an excitable substrate determines the relation to a stimulus.
- (a) I & II

- (b) II & III only
 - (c) I & III only
 - (d) I, II & III
 - (e) Only I
10. What is observable only on the live nerve?
- I. Action Potential.
 - II. Physiological electrotonic.
 - III. Physical electrotonic.
- (a) I, II & III
 - (b) II & III
 - (c) only III
 - (d) only II
 - (e) only I
11. Apart from the three types of functional connexions between neurons, what other factors affect the formation of simple forms of temporary connexions?
- (a) Chemical and electric local fields.
 - (b) Excitation of excitable substrates.
 - (c) State of the nerve cells.
 - (d) Both (a) and (b).
 - (e) Chemical and electric local fields in the context of the state of the nerve cells.
12. What is both deterministic and probabilistic in character?
- (a) Generation of an impulse.
 - (b) The processes going on in the nervous system.
 - (c) The role of gradual electrotonic potentials.
 - (d) Local spreading excitation.
 - (e) None of these can be inferred.

Passage 2

ALL men by nature, desire to know. An indication of this is the delight we take in our senses: for even apart from their usefulness they are loved for

themselves; and above all others, the sense of sight. For not only with a view to action, but even when we are not going to do anything, we prefer seeing (one might say) to everything else. The reason is that this, most of all the senses, makes us know and brings to light many differences between things. By nature, animals are born with the faculty of sensation, and from sensation, memory is produced in some of them, though not in others. And therefore, the former are more intelligent and apt at learning than those which cannot remember; those which are incapable of hearing sounds are intelligent though they cannot be taught, e.g., the bee, and any other race of animals that may be like it; and those which besides memory, have this sense of hearing can be taught. The animals other than man live by appearances and memories, and have but little of connected experience; but the human race lives also by art and reasonings. Now from memory, experience is produced in men; for the several memories of the same thing produce finally the capacity for a single experience. And experience seems pretty much like science and art, but really, science and art come to men through experience; for 'experience made art', as Polus says, 'but inexperience luck.' Now art arises, when from many notions gained by experience, one universal judgement about a class of objects is produced. For to have a judgement that when Callias was ill of this disease that did him good, and similarly, in the case of Socrates and in many individual cases, is a matter of experience; but to judge that it has done good to all persons of a certain constitution, marked off in one class, when they were ill of this disease, e.g., to phlegmatic or bilious people when burning with fevers—this is a matter of art.

With a view to action, experience seems in no respect inferior to art, and men of experience succeed even better than those who have theory without experience. (The reason is that experience is knowledge of individuals, art of universals, and actions and productions are all concerned with the individual; for the physician does not cure man, except in an incidental way, but Callias or Socrates or some other called by some such individual name, who happens to be a man. If, then, a man has the theory without the experience, and recognizes the universal but does not know the individual included in this, he will often fail to cure; for it is the individual that is to be cured.) But yet we think that knowledge and understanding belong to art

rather than to experience, and we suppose artists to be wiser than men of experience (which implies that wisdom depends in all cases rather on knowledge); and this because the former know the cause, but the latter do not. For men of experience know that the thing is so, but do not know why, while the others know the 'why' and the cause. Hence we think also that the masterworkers in each craft are more honourable and know in a truer sense and are wiser than the manual workers, because they know the causes of the things that are done (we think the manual workers are like certain lifeless things which act indeed, but act without knowing what they do, as fire burns, but while the lifeless things perform each of their functions by a natural tendency, the labourers perform them through habit); thus we view them as being wiser not in virtue of being able to act, but of having the theory for themselves and knowing the causes. And in general, it is a sign of the man who knows and of the man who does not know, that the former can teach, and therefore, we think art more truly knowledge than experience is; for artists can teach, and men of mere experience cannot.

Again, we do not regard any of the senses as Wisdom; yet surely these give the most authoritative knowledge of particulars. But they do not tell us the 'why' of anything—e.g., why fire is hot; they only say that it is hot. At first, he who invented any art whatever, that went beyond the common perceptions of man was naturally admired by men, not only because there was something useful in the inventions, but because he was thought wiser and superior to the rest. But as more arts were invented, and some were directed to the necessities of life, others to recreation, the inventors of the latter were naturally always regarded as wiser than the inventors of the former, because their branches of knowledge did not aim at utility.

Hence, when all such inventions were already established, the sciences which do not aim at giving pleasure or at the necessities of life were discovered, and first in the places where men first began to have leisure. This is why the mathematical arts were founded in Egypt; for there the priestly caste was allowed to be at leisure. We have said in the Ethics what the difference is between art and science and the other kindred faculties; but the point of our present discussion is this, that all men suppose what is called Wisdom to deal with the first causes and the principles of things; so that, as has been said before, the man of experience is thought to be wiser

than the possessors of any sense-perception whatever, the artist wiser than the men of experience. The masterworker than the mechanic, and the theoretical kinds of knowledge to be more of the nature of Wisdom than the productive. Clearly then, wisdom is knowledge about certain principles and causes.

13. What is the relationship between sensation and memory?

- (a) All animals have sensation but some animals do not have memory.
- (b) Human beings have sensation and memory both.
- (c) Human beings are intelligent as they can reason, whereas animals do not have the capacity of reasoning.
- (d) When sensation is remembered, it becomes a memory experience and this leads to connected experience, which in turn gives rise to reasoning.
- (e) Remembered sensation gives rise to reasoning.

14. What is the difference between art and experience?

- (a) Art explains the cause of things together with its effects, whereas experience gives us just the effect of things, not the cause.
- (b) Experience and art give rise to one another and they are complementary and supplementary to each other.
- (c) Art does not give the cause and effect of things, whereas experience gives the cause and effect of things.
- (d) Both experience and art are views of a contradictory time and space and this is where the difference between the two lies.
- (e) Art explains to us the cause of things together with its effect, while experience gives us just the effect of things with a probable cause.

15. Why according to the author, were the mathematical arts founded in Egypt?

- (a) Because they were men of experience and had wisdom and knowledge about certain principles and causes.
- (b) Because the inventors of luxuries were considered more important than the inventors of necessities and in Egypt, the kingly and priestly class had developed great standards in luxurious tastes and attitudes.

- (c) Because the sciences which do not cater to necessities or pleasures develop only after the previous two have been invented and only then, men have time for themselves. So was the case in Egypt where the priestly caste had ample leisure time.
 - (d) Because Egyptians were considered to be connoisseurs of art and crafts and had superior civilization as opposed to the other ancient civilizations.
 - (e) Mathematical arts were better suited to Egyptian priests.
16. Which of the following can be considered to be the central idea of the passage?
- (a) "Experience made art, but inexperience luck".
 - (b) What actually is "Wisdom"?
 - (c) Art is superior to experience.
 - (d) Knowledge is wisdom.
 - (e) Wisdom is experience and art is not science.

Passage 3

"Life is not a simple geometrical pattern. The essence of life is creativity. It is a living creation of something new, not a dead connection of cause and effect. Then a ploughman said, "Speak to us of Work." And he answered, saying: You work that you may keep pace with the earth, and the soul of the earth. For to be idle is to become a stranger unto the seasons, and to step out of life's procession that marches in majesty and proud submission towards the infinite.

When you work, you are a flute through whose heart the whispering of the hours turns to music. Which of you would be a reed, dumb and silent, when all else sing together in unison? Always you have been told that work is a curse and labour a misfortune. But I say to you that when you work, you fulfill a part of earth's furthest dream, assigned to you when that dream was born. And in keeping yourself with labour you are in truth, loving life, and to love life through labour is to be intimate with life's inmost secret.

But if you in your pain, call birth an affliction and the support of the flesh a curse written upon your brow, then I answer that naught but the sweat of your brow shall wash away that which is written. You have been told also

that life is darkness, and in your weariness you echo what was said by the weary. And I say that life is indeed darkness save when there is urge, and all urge is blind save when there is knowledge, and all knowledge is vain save when there is work, and all work is empty save when there is love; and when you work with love you bind your self to yourself, and to one another, and to God. And what is it to work with love? It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth. It is to build a house with affection, even as if your beloved were to dwell in that house. It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit. It is to charge all things your fashion with a breath of your own spirit, and to know that all the blessed dead are standing about you and watching. Often have I heard you say, as if speaking in sleep, "He who works in marble, and finds the shape of his own soul in the stone, is nobler than he who ploughs the soil. And he who seizes the rainbow to lay it on a cloth in the likeness of man, is more than he who makes the sandals for our feet." But I say, not in sleep, but in the overwakefulness of noontide, that the wind speaks not more sweetly to the giant oaks than to the least of all the blades of grass; and he alone is great who turns the voice of the wind into a song made sweeter by his own loving. Work is love made visible. And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy. For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger. And if you grudge the crushing of the grapes, your grudge distills a poison in the wine. And if you sing though as angels, and love not the singing, you muffle man's ears to the voices of the day and the voices of the night.

17. For what purpose has the author used the analogy of the 'Wind' and the 'Oak'?
- (a) He has used it to differentiate between the mighty 'Oak' and the lowly blade of grass, where the Oak is much more powerful.
- (b) He has tried to show that the Oak due to its sheer size, gets the maximum share of the wind in comparison to others.
- (c) He has tried to show the non-partisan and the impartial character of nature and that it shows that all are equal in the eyes of nature.

- (d) He has tried to explain how the wind which has the strength to blow away the giant Oak, does not even harm the lowly blade of grass.
 - (e) Cannot be inferred.
18. What can be understood by the line in the passage—"curse written upon your brow"?
- (a) It refers to our destiny that we have been born with—to toil and support our mortal flesh.
 - (b) It refers to our past sins which are the reason why we have been born as mortal humans.
 - (c) It refers to the curse of God on Adam and Eve and to all mankind.
 - (d) It refers to the misfortunes that we will have to endure as we have been cursed.
 - (e) It refers to the curse on mankind that each of us has to carry.
19. Which of the following sentences is correct according to the passage?
- (a) That life is full of darkness.
 - (b) Work should be worship and not working leads us to suffering.
 - (c) A ploughman is inferior to the one who works in marble.
 - (d) If you love what you do, then you have the key to real happiness in life.
 - (e) Work is duty.
20. What do you think that the speaker means by talking about—"the dead connection of cause and effect"?
- (a) He is referring to the physical reality of cause and effect, but actually cause and effect is cyclical.
 - (b) He is saying that life is not just cause and effect, actually it is not cause and effect at all.
 - (c) The speaker wants to say that the theory of cause and effect is a dead theory and is an incompetent philosophy.
 - (d) Both (a) & (b).
 - (e) None of these.

Passage 4

Civilization cannot merely be a growing totality of happenings that by chance have assumed a particular shape and tendency which we consider to be excellent. It must be the expression of some guiding moral force which we have evolved in our society for the object of attaining perfection. The word 'perfection' has a simple and definite meaning when applied to an inanimate thing, or even to a creature whose life has principally a biological significance. But man being complex and always on the path of transcending himself, the meaning of the word 'perfection' as applied to him, cannot be crystallised into an inflexible idea. This has made it possible for different races to have different shades of definition for this term.

The Sanskrit word dharma is the nearest synonym in our own language, that occurs to me, for the word civilization. In fact, we have no other word except perhaps some newly coined one, lifeless and devoid of atmosphere. The specific meaning of dharma is that principle which holds us firm together and leads us to our best welfare. The radical meaning of this word is the essential quality of a thing.

We have for over a century, been dragged by the prosperous West behind its chariot, choked by the dust, deafened by the noise, humbled by our own helplessness, and overwhelmed by the speed. We agreed to acknowledge that this chariot-drive was progress, and that progress was civilization. If we ever ventured to ask, 'Progress towards what, and progress for whom?'—it was considered to be peculiarly and ridiculously oriental to entertain such doubts about the absoluteness of progress. Of late, a voice has come to us bidding us to take count not only of the scientific perfection of the chariot but of the depth of the ditches lying across its path.

In India, we have a species of Sanskrit poem in which all the complex grammatical rules are deliberately illustrated. This produces continual sparks of delight in the minds of some readers, who, even in a work of art, seek some tangible proof of power, almost physical in its manifestation. This shows that by special cultivation, a kind of mentality can be produced which is capable of taking delight in the mere spectacle of power, manipulating materials, forgetting that materials have no value of their own. We see the same thing in the modern Western world where progress is measured by the speed with which materials are multiplying. Their measure by horse-power is one before which spirit-power has made itself humble.

Horse-power drives, spirit-power sustains. That which drives is called the principle of progress, that which sustains we call dharma; and this word dharma I believe should be translated as civilization. Western society, for some ages, had for its central motive force, a great spiritual ideal and not merely an impetus to progress. It had its religious faith which was actively busy in bringing about reconciliation among the conflicting forces of society. What it held to be of immense value was the perfection of human relationship, to be obtained by progress. It is an important objective of every enlightened national government to adopt and execute a development model, strategy, or method, suited to improving the quality of its people's life. The government of a developed nation aims at making the quality still better, even though as it is, it may be quite satisfactory.

21. Why does the author say that perfection cannot be defined for man?

- (a) Because man is not inanimate.
- (b) Because perfection is different for different races.
- (c) Because man has kept surpassing his ideal all the time.
- (d) Because man cannot be perfect.
- (e) Because perfection is an unachievable ideal.

22. Which of the following can be said to be the meaning of dharma according to the passage?

- 1. Dharma is the closest in meaning to the word civilisation.
- 2. Dharma is that which leads to our betterment.
- 3. Dharma is the inherent quality of a thing.

- (a) Both 1 & 2.
- (b) Only 3
- (c) All three
- (d) 2 & 3 only
- (e) 1 & 3 only.

23. Which of the following according to the passage, cannot be classified as an act of Dharma?

- (a) Doing your job sincerely.
- (b) Reforming convicts.

- (c) Following a religion.
 - (d) Being kind to fellow human beings.
 - (e) Cannot be inferred from the passage.
24. What is understood by the phrase in the passage—"lifeless and devoid of atmosphere"?
- (a) A word without a cultural and historical background.
 - (b) A senseless word.
 - (c) A new word in a language.
 - (d) Something incoherent and difficult.
 - (e) A 'dead' word, which is no longer in active use.
25. Which of the following words/expressions would describe the attitude of the author towards different societal ideals?
- I. Pro-spiritualism
 - II. Anti-capitalism
 - III. Pro-socialism
 - IV. Anti-materialism
- (a) All of these
 - (b) I & II
 - (c) I, III & IV
 - (d) I, II & IV
 - (e) I, II & III only.

◇ Answer Key

Test I

Passage 1

1. (c) 2. (b) 3. (d) 4. (a) 5. (d)
6. (a)

Passage 2

7. (b) 8. (c) 9. (d) 10. (a) 11. (c)

Passage 3

12. (b) 13. (c) 14. (c)

Passage 4

15. (b) 16. (d) 17. (e) 18. (d) 19. (a)

Passage 5

20. (b) 21. (b) 22. (d) 23. (b) 24. (c)

25. (d)

Test II

Passage 1

1. (b) 2. (a) 3. (a) 4. (d) 5. (a)

6. (c) 7. (d) 8. (c) 9. (b) 10. (d)

11. (a) 12. (b)

Passage 2

13. (d) 14. (a) 15. (c) 16. (b)

Passage 3

17. (c) 18. (a) 19. (d) 20. (a)

Passage 4

21. (c) 22. (c) 23. (e) 24. (a) 25. (a)

Previous Years' Questions from CAT*

Eight

chapter

*Given below are a set of original reading comprehension questions from previous years' CAT papers. Readers are advised to attempt on these papers only after going through the theory portion of the book.**

I

Directions for Questions 1 to 30: *Each of the six passages given below is followed by questions. Choose the best answers for each question.*

Passage 1 (Total Words—632) (CAT 2001)

The union government's present position vis-à-vis the upcoming United Nations conference on racial and related discrimination world-wide seems to be the following: discuss race please, not caste; caste is our very own and not at all bad as you think. The gross hypocrisy of that position has been lucidly underscored by *Kancha Ilaiah*. Explicitly, the world community is to be cheated out of considering the matter on the technicality that caste is not, as a concept, tantamount to a racial category. Internally, however, allowing the issue to be put on agenda at the said conference would, we are patriotically admonished, damage the country's image. Somehow, India's virtual beliefs elbow out concrete actualities. Inverted representations, as we know, have often been deployed in human histories as balm for the

forsaken—religion being the most persistent of such inversions. Yet, we would humbly submit that if globalizing our markets are thought good for the ‘national’ pocket, globalizing our social inequities might not be so bad for the mass of our people. After all, racism was uniquely institutionalized in South Africa as caste discrimination has been with in our society: why then can’t we permit the world community to express itself on the latter with a fraction of the zeal with which, through the years, we pronounced on the former?

As to the technicality about whether or not caste is admissible into an agenda about race (that the conference is also about ‘related discriminations’ tends to be forgotten), a reputed sociologist has recently argued that where race is a ‘biological’ construct, caste is a ‘social’ one. Having earlier fiercely opposed implementation of the Mandal Commission Report, the said sociologist is at least to be complemented now for admitting, however tangentially, that caste discrimination is a reality, although, in his view, incompatible with racial discrimination. One would like quickly to offer the hypothesis that biology, in important ways that affect the lives of many millions, is in itself perhaps a social construction. But let us look at the matter in another way.

If it is agreed—as per the position today at which anthropological and allied scientific determinations rest—that the entire race of *homo sapiens* derived from an originary black African female (called ‘Eve’) then one is hard put to understand how, on some subsequent ground, ontological distinctions are to be drawn either between races or castes. Let us also underline the distinction between the supposition that we are all god’s children and the rather more substantiated argument about our descent from ‘Eve’, lest both positions are thought to be equally diversionary. It then stands to reason that all subsequent distinctions are, in modern parlance, ‘constructed’ ones, and, like all ideological constructions, attributable to changing equations between knowledge and power among human communities through contested histories here, there, and elsewhere.

This line of thought receives, thankfully, extremely consequential buttress from the findings of the Human Genome project. Contrary to earlier (chiefly 19th century colonial) persuasions on the subject of race, as well as, one might add, the somewhat infamous Jensen offerings in the 20th century

from America, those findings deny genetic difference between ‘races’. If anything, they suggest that environmental factors impinge on gene-function, as dialectic seems to unfold between nature and culture. It would thus seem that ‘biology’ as the constitution of pigmentation enters the picture first only as a part of that dialectic. Taken together, the originary mother stipulation and the Genome findings ought indeed to furnish ground for human equality across the board, as well as yield policy initiatives towards equitable material dispensations aimed at building a global order where, in Hegel’s stirring formulation, only the rational constitutes the right. Such, sadly, is not the case as everyday, fresh arbitrary grounds for discrimination are constructed in the interests of sectional dominance.

1. When the author writes ‘globalizing our social inequities’, the reference is to:
 - (a) going beyond an internal deliberation of social inequity.
 - (b) dealing with internal poverty through the economic benefits of globalization.
 - (c) going beyond an internal delimitation of social inequity.
 - (d) achieving disadvantaged people’s empowerment, globally.
2. According to the author, ‘inverted representations as balm for the forsaken’;
 - (a) is good for the forsaken and often deployed in human histories.
 - (b) is good for the forsaken, but not often deployed historically for the oppressed.
 - (c) occurs often as a means of keeping people oppressed.
 - (d) occurs often to invert the status quo.
3. Based on the passage, which broad areas unambiguously fall under the purview of the UN conference being discussed?
 - (A) Racial prejudice
 - (B) Racial pride.
 - (C) Discrimination, racial or otherwise.
 - (D) caste-related discrimination.
 - (E) Race-related discrimination.

(a) A, E

- (b) C, E
 - (c) A, C, E
 - (d) B, C, D
4. According to the author, the sociologist who argued that race is a ‘biological’ construct and caste is a ‘social’ one:
- (a) generally shares the same orientation as the author’s on many of the central issues discussed.
 - (b) tangentially admits to the existence of “caste” as a category.
 - (c) admits the incompatibility between the people of different race and caste.
 - (d) admits indirectly, that both caste-based prejudice and racial discrimination exist.
5. An important message in the passage, if one accepts a dialectic between nature and culture, is that:
- (a) the results of the Human Genome Project reinforces racial differences.
 - (b) race is at least partially, a social construct.
 - (c) discrimination is at least partially, a social construct.
 - (d) caste is at least partially, a social construct.

Passage 2 (Total Word—652) (CAT 2001)

Studies of the factors governing reading development in young children have achieved remarkable degree of consensus over the past two decades. This consensus concerns the casual role of phonological skills in young children’s reading progress. Children, who have good phonological skills, or good “phonological awareness”, become good readers and good spellers. Children with poor phonological skills progress more poorly. In particular, those who have a specific phonological deficit are likely to be classified as dyslexic by the time that they are 9 or 10 years old.

Phonological skills in young children can be measured at a number of different levels. The term phonological awareness is a global one, and refers to a deficit in recognizing smaller units of sound within spoken words. Development work has shown that this deficit can be at the level of syllables, of onsets and rimes, or of phonemes. For example, a 4-year old

child might have difficulty in recognizing that a word like valentine has three syllables, suggesting a lack of syllabic awareness. A 5-years old might have difficulty in recognizing that the odd word out in the set of words fan, cat, hat, mat is fan. This task requires an awareness of the sub-syllabic units of the onset and the rime. The onset corresponds to any initial consonants in a syllable, and the rime corresponds to the vowel and to any following consonants. Rimes correspond to rhyme in single-syllable words, and so the rime in fan differs from the rime in cat, hat and mat. In longer words, rime and rhyme may differ. The onsets in val: en: tine are /v/ and /t/, and the rimes correspond to the spelling patterns 'al', 'en', and 'ine'.

A 6-year-old might have difficulty in recognizing that plea and pray begin with the same initial sound. This is a phonemic judgment. Although the initial phoneme /P/ is shared between the two words, in plea it is part of the onset 'pl', and in pray it is part of the onset 'pr'. Until children can segment the onset (or the rime), such phonemic judgments are difficult for them to make. In fact, a recent survey of different developmental studies has shown that the different levels of phonological awareness appear to emerge sequentially. The awareness of syllables, onsets, and rimes appears to emerge at around the ages of 3 and 4, long before most children go to school. The awareness of phonemes, on the other hand, usually emerges at around the age of 5 or 6, when children have been taught to read for about a year. An awareness of onsets and rimes thus appears to be a precursor of reading, whereas an awareness of phonemes at every serial position in a word, only appears to develop as reading is taught. The onset-rime and phonemic levels of phonological structure, however, are not distinct. Many onsets in English are single phonemes, and so are some rimes (e.g., sea, go, zoo).

The early availability of onsets and rimes is supported by studies that have compared the development of phonological awareness of onsets, rimes, and phonemes in the same subjects using the same phonological awareness tasks. For example, a study by Treiman and Zudowski used a same/different judgment task based on the beginning or the end sounds of words. In the beginning sound task, the words either began with the same onset, as in plea and plank, or shared only the initial phoneme, as in plea and pray. In the end sound task, the words either shared the entire rime, as in spit and wit, or

shared only the final phoneme, as in rat and wit. Treiman and Zudowski showed that 4-and 5-year old children found the onset-rime version of the same/different task significantly easier than the version based on phonemes. Only the 6-year old, who had been learning to read for about a year, were able to perform both versions of the tasks with equal levels of success.

6. From the following statements, pick out the true statement according to the passage:
 - (a) A mono-syllabic word can have only one onset.
 - (b) A mono-syllabic word can have only one rhyme but more than one rime.
 - (c) A mono-syllabic word can have only one phoneme.
 - (d) All of the above.
7. Which one of the following is likely to emerge last in the cognitive development of a child?
 1. Rhyme
 2. Rime
 3. Onset
 4. Phoneme.
8. A phonological deficit in which of the following is likely to be classified as dyslexia?
 - (a) Phonemic judgment
 - (b) Onset judgment.
 - (c) Rime judgment
 - (d) Any one or more of the above.
9. The Treiman and Zudowski experiment found evidence to support the following:
 - (a) At age 6, reading instruction helps children perform both, the same-different judgment task.
 - (b) The development of onset-rime awareness precedes the development of an awareness of phonemes.
 - (c) At age 4–5, children find the onset-rime version of the same/different task significantly easier.

- (d) The development of onset-time awareness is a necessary and sufficient condition for the development of an awareness of phonemes.
10. The single-syllable words Rhyme and Rime are constituted by the exact same set of:
- I. rime(s)
 - II. onset(s).
 - III. rhyme(s)
 - IV. phonemes(s)
 - (a) I, II
 - (b) I, III
 - (c) I, II, III
 - (d) II, III, IV

Passage 3 (Total Words—653) (CAT 2001)

Billie Holiday died a few weeks ago. I have been unable until now to write about her, but since she will survive many who receive longer obituaries, a short delay in one small appreciation will not harm her or us. When she died we—the musicians, critics, all who were ever transfixed by the most heart-rending voice of the past generation—grieved bitterly. There was no reason to. Few people pursued self-destruction more whole-heartedly than she, and when the pursuit was at an end, at the age of forty-four, she had turned herself into a physical and artistic wreck. Some of us tried gallantly to pretend otherwise, taking comfort in the occasional moments when she still sounded like a ravaged echo of her greatness. Others had not even the heart to see and listen any more. We preferred to stay home and, if old and lucky enough to own the incomparable records of her heyday from 1937 to 1946, many of which are not even available on British LP, to recreate those coarse-textured, sinuous, sensual and unbearable sad noises which gave her a sure corner of immortality. Her physical death called, if anything, for relief rather than sorrow. What sort of middle age would she have faced without the voice to earn money for her drinks and fixes, without the looks—and in her day she was hauntingly beautiful—to attract the men she

needed, without business sense, without anything but the disinterested worship of ageing men who had heard and seen her in her glory?

And yet, irrational though it is, our grief expressed Billie Holiday's art—that of a woman for whom one must be sorry. The great blues singers, to whom she may be justly compared, played their game from strength. Lionesses, though often wounded or at bay (did not Bessie Smith call herself 'a tiger, ready to jump'?), their tragic equivalents were Cleopatra and Phaedra; Holiday's was an embittered Ophelia. She was the Puccini heroine among blues singers, or rather among jazz singers. For though she sang a cabaret version of the blues incomparably, her natural idiom was the op song. Her unique achievement was to have twisted this into a genuine expression of the major passions by means of a total disregard of its sugary tunes, or indeed of any tune other than her own few delicately crying elongated notes, phrased like Bessie Smith or Louis Armstrong in sackcloth, sung in a thin, gritty, haunting voice whose natural mood was an unresigned and voluptuous welcome for the pains of love. Nobody has sung, or will sing, Bess's songs from *Porgy* as she did. It was this combination of bitterness and physical submission, as of someone lying still while watching his legs being amputated, which give such a blood-curdling quality to her *Strange Fruit*, the anti-lynching poem which she turned into an unforgettable art song. Suffering was her profession; but she did not accept it.

Little need be said about her horrifying life, which she described with emotional, though hardly with factual, truth in her autobiography *Lady Sings the Blues*. After an adolescence in which self-respect was measured by a girl's insistence on picking up the coins thrown to her by clients with her hands, she was plainly beyond help. She did not lack it, for she had the flair and scrupulous honesty of John Hammond to launch her, the best musicians of the 1930s to accompany her—notably Teddy Wilson, Frankie Newton and Lester Young—the boundless devotion of all serious connoisseurs, and much public success. It was too late to arrest a career of systematic embittered self-immolation. But, while she destroyed herself, she sang, unmelodious, profound and heartbreaking. It is impossible not to weep for her, or not to hate the world, which made her what she was.

11. Why will Billie Holiday survive many who receive longer obituaries?
- (a) Because of her blues creations.
 - (b) Because she was not as self-destructive as some other blues exponents.
 - (c) Because of her smooth and mellow voice.
 - (d) Because of the expressions of anger in her songs.
12. According to the author, if Billie Holiday had not died in her middle age:
- (a) she would have gone on to make a further mark.
 - (b) she would have become even richer than she was when she died.
 - (c) she would have led a rather ravaged existence.
 - (d) she would have led a rather comfortable existence.
13. Which of the following statements is not representative of the author's opinion?
- (a) Billie Holiday had her unique brand of melody.
 - (b) Billie Holiday's voice can be compared to other singers in certain ways.
 - (c) Billie Holiday's voice had a ring of profound sorrow.
 - (d) Billie Holiday was suffering in her profession and in her life.
14. According to the passage, Billie Holiday was fortunate in all but one of the following ways:
- (a) she was fortunate to have been picked up young by an honest producer.
 - (b) she was fortunate to have the likes of Louis Armstrong and Bessie Smith accompany her.
 - (c) she was fortunate to possess the looks.
 - (d) she enjoyed success among the public and the connoisseurs.

Passage 4 (Total Words—880) (CAT 2001)

The narrative of Dersu Uzala is divided into two major sections, set in 1902 and 1907 that deal with separate expeditions, which Arseniev conducts into the Ussuri region. In addition, a third time frame forms a prologue to the

film. Each of the temporal frames has a different focus, and by shifting them, Kurosawa is able to describe the encroachment of settlements upon the wilderness and the consequent erosion of Dersu's way of life. As the film opens, that erosion has already begun. The first image is a long shot of a huge forest; the trees piled upon one another by the effects of the telephoto lens so that the landscape becomes an abstraction and appears like a huge curtain of green. A title informs us that the year is 1910. This is as late into the century as Kurosawa will go. After this prologue, the events of the film will transpire even further back in time and will be presented as Arseniev's recollections. The character of Dersu Uzala is heart of the film, his life the example that Kurosawa wishes to affirm. Yet the formal organization of the film works to contain, to close, to circumscribe that life by erecting a series of obstacles around it. The film itself is circular, opening and closing by Dersu's grave, thus sealing off the character from the modern world to which Kurosawa once so desperately wanted to speak. The multiple time frames also work to maintain a separation between Dersu and the contemporary world. We must go back farther even than 1910 to discover who he was. But this narrative structure has yet another implication. It safeguards Dersu's example, inoculates it from contamination with history, and protects it from contact with the industrialized, urban world. Time is organized by the narrative into a series of barriers, which enclose Dersu in a kind of vacuum chamber, protecting him from the social and historical dialectics that destroyed the other Kurosawa heroes. Within the film, Dersu does die. But the narrative structure attempts to immortalize him and his example, as Dersu passes from history into myth.

We see all this at work in the enormously evocative prologue. The camera tilts down to reveal felled trees littering the landscape and an abundance of construction. Roads and houses outline the settlement that is being built. Kurosawa cuts to a medium shot of Arseniev standing in the midst of the clearing, looking uncomfortable and disoriented. A man passing in a wagon asks him what he is doing, and the explorer says he is looking for a grave. The driver replies that no one has died here, the settlement is too recent. These words enunciate the temporal rupture that the film studies. It is the beginning of things (industrial society) and the end of things (the forest),

the commencement of one world so young that no one has had time yet to die and the eclipse of another, in which Dersu has died. It is his grave for which the explorer searches. His passing symbolizes the new order, the development that now surrounds Arseniev. The explorer says he buried his friend three years ago, next to huge cedar and fir trees, but now they are all gone. The man on the wagon replies they were probably chopped down when the settlement was built, and he drives off. Arseniev walks to a barren, treeless spot next to a pile of bricks. As he moves, the camera tracks and pans to follow, revealing a line of freshly built houses and a woman hanging her laundry to dry. A distant train whistle is heard, and the sounds of construction in the clearing vie with the cries of birds and the rustle of wind in the trees. Arseniev pauses, looks around for the grave that 1902, and the first section of the film commences, which describes Arseniev's meeting with Dersu and their friendship.

Kurosawa defines the world of the film initially upon a void, a missing presence. The grave is gone, brushed aside by a world rushing into modernism, and now the hunter exists only in Arseniev's memories. The hallucinatory dreams and visions of Dodeskaden are succeeded by nostalgic, melancholy ruminations. Yet by exploring these ruminations, the film celebrates the timelessness of Dersu's wisdom. The first section of the film has two purposes: to describe the magnificence and inhuman vastness of nature and to delineate the code of ethics by which Dersu lives and which permits him to survive in these conditions. When Dersu first appears, the other soldiers treat him with condescension and laughter, but Arseniev watches him closely and does not share their derisive response. Unlike them, he is capable of immediately grasping Dersu's extraordinary qualities. In camp, Kurosawa frames Arseniev by himself, sitting on the other side of the fire from his soldiers. While they sleep or joke among themselves, he writes in his diary and Kurosawa cuts in several point-of-view shots from his perspective of trees that appear animated and sinister as the fire light dances across their gnarled, leafless outlines. This reflective dimension, this sensitivity of the spirituality of nature, distinguishes him from the other and forms the basis of his receptivity to Dersu and their friendship. It makes him a fit pupil for the hunter.

15. How is Kurosawa able to show the erosion of Dersu's way of life?

- (a) By documenting the ebb and flow of modernization.
 - (b) By going back farther and farther in time.
 - (c) By using three different time frames and shifting them.
 - (d) Through his death in a distant time.
16. Arseniev's search for Dersu's grave:
- (a) is part of the beginning of the film.
 - (b) symbolises the end of industrial society.
 - (c) is misguided since the settlement is too new.
 - (d) symbolises the rediscovery of modernity.
17. The film celebrates Dersu's wisdom:
- (a) by exhibiting the moral vacuum of the pre-modern world.
 - (b) by turning him into a mythical figure.
 - (c) through hallucinatory dreams and visions.
 - (d) through Arseniev's nostalgic, melancholy ruminations.
18. According to the author, the selection of the film following the prologue:
- (a) serves to highlight the difficulties that Dersu faces that eventually kills him.
 - (b) shows the difference in thinking between Arseniev and Dersu.
 - (c) shows the code by which Dersu lives that allows him to survive his surroundings.
 - (d) serves to criticize the lack of understanding of nature in the pre-modern era.
19. In the film, Kurosawa hints at Arseniev's reflective and sensitive nature:
- (a) by showing him as not being derisive towards Dersu, unlike other soldiers.
 - (b) by showing him as being aloof from other soldiers.
 - (c) through shots of Arseniev writing his diary, framed by trees.
 - (d) All of the above.
20. According to the author, which of these statements about the film are correct?

- (a) The film makes its arguments circuitously.
- (b) The film highlights the insularity of Arseniev.
- (c) The film begins with the absence of its main protagonist.
- (d) None of these.

Passage 5 (Total Words—925) (CAT 2001)

Democracy rests on a tension between two different principles. There is, on the one hand, the principle of equality before the law, or, more generally, of equality, and, on the other, what may be described as the leadership principle. The first gives priority to rules and the second to persons. No matter how skillfully we contrive our schemes; there is a point beyond which the one principle cannot be promoted without some sacrifice of the other.

Alexis de Tocqueville, the great nineteenth century writer on democracy, maintained that the age of democracy, whose birth he was witnessing, would be the age of mediocrity: in saying this he was thinking primarily of a regime of equality governed by impersonal rules. Despite his strong attachment to democracy, he took great pains to point out what he believed to be its negative side: a dead level plane of achievement in practically every sphere of life. The age of democracy would, in his view, be an unheroic age; there would not be room in it for either heroes or hero-worshippers.

But modern democracies have not been able to do without heroes: this too was foreseen, with much misgiving, by Tocqueville. Tocqueville viewed this with misgiving because he believed, rightly or wrongly, that unlike in aristocratic societies, there was no proper place in a democracy for heroes and, hence, when they arose, they would sooner or later turn into despots. Whether they require heroes or not, democracies certainly require leaders, and, in the contemporary age, breed them in great profusion; the problem is to know what to do with them.

In a world preoccupied with scientific rationality, the advantages of a system based on an impersonal rule of law should be a recommendation with everybody. There is something orderly and predictable about such a system. When life is lived mainly in small, self-contained communities, men are able to take finer personal distinctions into account in dealing with

their fellow men. They're unable to do this in a large and amorphous society, and organized living would be impossible here without a system of impersonal rules. Above all, such a system guarantees a kind of equality to the extent that everybody, no matter in what station of life, is bound by the same explicit, often written, rules, and nobody is above them.

But a system governed solely by impersonal rules can at best ensure order and stability; it cannot create any shining vision of a future in which mere formal equality will be replaced by real equality and fellowship. A world governed by impersonal rules cannot easily change itself, or when it does, the change is so gradual as to make the basic and fundamental feature of society appear unchanged. For any kind of basic or fundamental change, a push is needed from within, a kind of individual initiative which will create new rules, new terms and conditions of life.

The issue of leadership thus acquired crucial significance in the context of change. If the modern age is preoccupied with scientific rationality, it is no less preoccupied with change. To accept what exists on its terms is traditional, not modern, and it may be all very well to appreciate tradition in music, dance and drama, but for society as a whole, the choice has already been made in favour of modernization and development. Moreover, in some countries, the gap between ideal and reality has become so great that the argument of development and change is now irresistible.

In these countries no argument for development has greater appeal or urgency than the one which shows development to be the condition for the mitigation, it not the elimination, of inequality. There is something contradictory about the very presence of large inequalities in a society which professes to be democratic. It does not take people too long to realize that democracy by itself can guarantee only formal equality; beyond this, it can only whet people's appetite for real or substantive equality. From this arises continued preoccupation with plans and schemes that will help to bridge the gap between the ideal of equality and the reality which is so contrary to it.

When pre-existing rules give no clear directions of change, leadership comes into its own. Every democracy invests its leadership with a measure of charisma, and expects from it a corresponding measure of energy and vitality. Now, the greater the urge for change in a society, the stronger the

appeal of a dynamic leadership in it. A dynamic leadership seeks to free itself from the constraints of existing rules; in a sense that is the test of its dynamism. In this process, it may take a turn at which it ceases to regard itself as being bound by these rules, placing itself above them. There is always a tension between 'charisma' and 'discipline' and in the case of a democratic leadership, puts forward revolutionary claims, the tension tends to be resolved at the expense of discipline.

Characteristically, the legitimacy of such a leadership rests on its claim to be able to abolish or at least substantially reduce the existing inequalities in society. From the argument that formal equality or equality before the law is but a limited good, it is often one short step to the argument that it is a hindrance or an obstacle to the establishment of real or substantive equality. The conflict between a 'progressive' executive and a 'conservative' judiciary is but one aspect of this larger problem. This conflict naturally acquires added piquancy when the executive is elected and the judiciary appointed.

21. Dynamic leaders are needed in democracies because:

- (a) they have adopted the principles of 'formal' equality rather than 'substantive' equality.
- (b) 'formal' equality whets people's appetite for 'substantive' equality.
- (c) systems that rely on the impersonal rules of 'formal' equality lose their ability to make large changes.
- (d) of the conflict between a 'progressive' executive and a 'conservative' judiciary.

22. What possible factor would a dynamic leader consider a 'hindrance' in achieving the development goals of a nation?

- (a) Principle of equality before the law.
- (b) Judicial activism
- (c) A conservative judiciary.
- (d) Need for discipline.

23. Which of the following four statements can be inferred from the above passage?

- I. Scientific rationality is an essential feature of modernity.

- II. Scientific rationality results in the development of impersonal rules.
 - III. Modernisation and development have been chosen over traditional music, dance and drama.
 - IV. Democracies aspire to achieve substantive equality.
 - (a) I, II, III but not III
 - (b) I, IV but not II, III
 - (c) I, II but not III, IV
 - (d) I, II, III but not IV
24. Tocqueville believed that the age of democracy would be an un-heroic age because:
- (a) Democratic principles do not encourage heroes.
 - (b) There is no urgency for development in democratic countries.
 - (c) Heroes that emerged in democracies would become despots.
 - (d) Aristocratic society has a greater ability to produce heroes.
25. A key argument the author is making is that:
- (a) in the context of extreme inequality, the issue of leadership has limited significance.
 - (b) democracy is incapable of eradicating inequality.
 - (c) formal equality facilitates development and change.
 - (d) impersonal rules are good for avoiding instability but fall short of achieving real equality.
26. Which of the following four statements can be inferred from the above passage?
- I. There is conflict between the pursuit of equality and individuality.
 - II. The disadvantages of impersonal rules can be overcome in small communities.
 - III. Despite limitations, impersonal rules are essential in large systems.
 - IV. Inspired leadership, rather than plans and schemes, is more effective in bridging inequality.
 - (a) II, IV but not I, III
 - (b) I, II but not III, IV
 - (c) I, IV but not II, III

(d) I, IV but not II, IV

Passage 6 (Total Words—620) (CAT 2001)

In the modern scientific story, light was created not once but twice. The first time was in the Big Bang, when the universe began its existence as a glowing, expanding fireball, which cooled off into darkness after a few million years. The second time was hundreds of millions of years later, when the cold material condensed into dense nuggets under the influence of gravity, and ignited to become the first stars.

Sir Martin Rees, Britain's astronomer royal, named the longer interval between these two enlightenments, the cosmic "Dark Age". The name describes not only the poorly lit conditions, but also the ignorance of astronomers about that period. Nobody knows exactly when the first stars formed, or how they organized themselves into galaxies—or even whether stars were the first luminous objects. They may have been preceded by quasars, which are mysterious, bright spots found at the centers of some galaxies.

Now, two independent groups of astronomers, one led by Robert Becker of the University of California, Davis, and the other by George Djorgovski of the Caltech, claim to have peered far enough into space with their telescopes (and therefore backwards enough in time) to observe the closing days of the Dark Age.

The main problem that plagued previous efforts to study the Dark Age was not the lack of suitable telescopes, but rather the lack of suitable things at which to point them. Because these events took place over 13 billion years ago, if astronomers are to have any hope of unraveling them, they must study objects that are at least 13 billion light years away. The best prospectuses are quasars, because they are so bright and compact that they can be seen across vast stretches of space. The energy source that powers a quasar is unknown, although it is suspected to be the intense gravity of a giant black hole. However, at the distances required for the study of Dark Age, even quasars are extremely rare and faint.

Recently, some members of Dr. Becker's team announced their discovery of the four most distant quasars known. All the new quasars are terribly faint, a challenge that both teams overcame by peering at them through one of the

twin Keck telescopes in Hawaii. These are the world's largest, and can therefore collect the most light. Dr. Becker's team analysed the light from all four quasars. Three of them appeared to be similar to ordinary, less distant quasars. However, the fourth and most distant, unlike any other quasar ever seen, showed unmistakable signs of being shrouded in a fog of hydrogen gas. This gas is leftover material from the Big Bang that did not condense into stars or quasars. It acts like fog because new born stars and quasars emit mainly ultraviolet light, and hydrogen gas is opaque to ultraviolet light. Seeing this fog had been the goal of would-be Dark Age astronomers since 1965, when James Gunn and Bruce Peterson spelled out the technique for using quasars as backlighting beacons to observe the fog's ultraviolet shadow.

The fog prolonged the period of darkness until the heat from the first stars and quasars had the chance to ionize hydrogen (breaking it into its constituent parts, protons and electrons). Ionised hydrogen is transparent to ultraviolet radiation, so at that moment the fog lifted and the universe became the well-lit place it is today. For this reason, the end of the Dark Age is called the "Epoch of Re-ionisation". Because the ultraviolet shadow is visible only in the most distant of the four quasars, Dr. Becker's team concluded that the fog had dissipated completely by the time the universe was about 900 million years old, and one-seventh of its current size.

27. In the passage, the Dark Age refers to:

- (a) the period when the universe became cold after the Big Bang.
- (b) a period about which astronomers know very little.
- (c) the medieval period when cultural activity seemed to have come to an end.
- (d) the time that the universe took to heat up after the Big Bang.

28. Astronomers find it difficult to study the Dark Age because:

- (a) suitable telescopes are few.
- (b) the associated events took place aeons ago.
- (c) the energy source that powers a quasar is unknown.
- (d) their best chance is to study quasars, which are faint objects to begin with.

29. The four most distant quasars discovered recently:

- (a) could only be seen with the help of large telescopes.
 - (b) appear to be similar to other, ordinary quasars.
 - (c) appear to be shrouded in a fog of hydrogen gas.
 - (d) have been sought to be discovered by Dark Age astronomers since 1965.
30. The fog of hydrogen gas seen through the telescopes:
- (a) is transparent to hydrogen radiation from stars and quasars in all states.
 - (b) was lifted after heat from stars and quasars ionised it.
 - (c) is material which eventually becomes stars and quasars.
 - (d) is broken into constituent elements when stars and quasars are formed.

II

Passage 1 (Total Words—884) (CAT 1999)

The World Trade Organisation (WTO) was created in the early 1990s as a component of the Uruguay Round negotiation. However; it could have been negotiated as part of the Tokyo Round of the 1970s, since that negotiation was an attempt at a ‘constitutional reform’ of the General Agreement on Tariffs and Trade (GATT). Or it could have been put off to the future, as the US government wanted. What factors led to the creation of the WTO in the early 1990s?

One factor was the pattern of multilateral bargaining that developed late in the Uruguay Round. Like all complex international agreements, the WTO was a product of a series of trade-offs between the principal actors and groups. For the United States, which did not want a new organization, the dispute settlement part of the WTO package achieved its longstanding goal of a more effective and more legal dispute settlement system. For the Europeans, who by the 1990s had come to view GATT dispute settlement less in political terms and more as a regime of legal obligations, the WTO package was acceptable as a means to discipline the resort to unilateral measures by the United States. Countries like Canada and other middle and smaller trading partners were attracted by the expansion of a rules-based

system and by the symbolic value of a trade organization, both of which inherently support the weak against the strong. The developing countries were attracted due to the provisions banning unilateral measures. Finally, and perhaps most important, many countries at the Uruguay Round came to put a higher priority on the export gains than on the import losses that the negotiation would produce, and they came to associate the WTO and a rules-based system with those gains. This reasoning—replicated in many countries—was contained in U.S. Ambassador Kantor's defence of the WTO, and it amounted to a recognition that international trade and its benefits cannot be enjoyed unless trading nations accept the discipline of a negotiated rules-based environment.

A second factor in the creation of the WTO was pressure from lawyers and the legal process. The dispute settlement system of the WTO was seen as a victory of legalists over pragmatists but the matter went deeper than that. The GATT and the WTO, are contract organizations based on rules, and it is inevitable that an organization created to further rules will in turn be influenced by the legal process. Robert Hudec has written of the 'momentum of legal development', but what is this precisely? Legal development can be defined as promotion of the technical legal values of consistency, clarity (or, certainty) and effectiveness; these are values that those responsible for administering any legal system will seek to maximize. As it played out in the WTO, consistency meant integrating under one roof, the whole lot of separate agreements signed under GATT auspices; clarity meant removing ambiguities about the powers of contracting parties to make certain decisions or to undertake waivers; and effectiveness meant eliminating exceptions arising out of grandfather rights and resolving defects in dispute settlement procedures and institutional provisions. Concern for these values is inherent in any rules-based system of co-operation, since without these values, rules would be meaningless in the first place. Rules, therefore, create their own incentive for fulfillment.

The momentum of legal development has occurred in other institutions besides the GATT, most notably in the European Union (E.U). Over the past two decades, the European Court of Justice (ECJ) has consistently rendered decisions that have expanded incrementally the EU's internal market, in which the doctrine of 'mutual recognition' handed down in the case *Cassis*

de Dijon in 1979 was a key turning point. The Court is now widely recognized as a major player in European integration, even though arguably, such a strong role was not originally envisaged in the Treaty of Rome, which initiated the current European Union. One means the Court used to expand integration was the ‘teleological method of interpretation’, whereby the actions of member states were evaluated against ‘the accomplishment of the most elementary community goals set forth in the Preamble to the [Rome] treaty’. The teleological method represents an effort to keep current policies consistent with stated goals, and it is analogous to the effort in GATT to keep contracting party trade practices consistent with stated rules. In both cases, legal concerns and procedures are an independent force for further co-operation.

In large part, the WTO was an exercise in consolidation. In the context of a trade negotiation that created a near-revolutionary expansion of international trade rules, the formation of the WTO was a deeply conservative act needed to ensure that the benefits of the new rules would not be lost. The WTO was all about institutional structure and dispute settlement; these are the concerns of conservatives and not revolutionaries, which is why lawyers and legalists took the lead on these issues. The WTO codified the GATT institutional practice that had developed by custom over three decades, and it incorporated a new dispute settlement system that was necessary to keep both old and new rules from becoming a sham. Both the international structure and the dispute settlement system were necessary to preserve and enhance the integrity of the multilateral trade regime that had been built incrementally from the 1940s to the 1990s.

1. What could be the closest reason why WTO was not formed in the 1970s?
 - (a) The US government did not like it.
 - (b) Important players did not find it in their best interest to do so.
 - (c) Lawyers did not work for the dispute settlement system.
 - (d) The Tokyo Round negotiation was an attempt at constitutional reform.
2. The most likely reason for the acceptance of the WTO package by nations was that

- (a) it had the means to prevent the US from taking unilateral measures.
 - (b) they recognized the need for a rule-based environment to protect the benefits of increased trade.
 - (c) it settles disputes more legally and more effectively.
 - (d) its rule-based system leads to export gains.
3. According to the passage, WTO promoted the technical legal values partly through:
- (a) integrating under one roof, the agreements signed under GATT.
 - (b) rules that create their own incentive for fulfillment.
 - (c) grandfather-rights, exceptions and defects in dispute settlement procedures.
 - (d) ambiguities about the powers of contracting parties to make certain decisions.
4. In the method of interpretation of the European Court of Justice:
- (a) current policies need to be consistent with stated goals.
 - (b) contracting party trade practices needed to be consistent with stated rules.
 - (c) enunciation of the most elementary community goals needed to be emphasized.
 - (d) actions of member states needed to be evaluated against the stated community goals.
5. In the statement “.... It amounted to a recognition that international trade and its benefits cannot be enjoyed unless trading nations accept the discipline of a negotiated rules-based environment.”, ‘it’ refers to:
- (a) Ambassador Cantor’s defence of the WTO.
 - (b) The higher priority on export gains placed by many countries at the Uruguay Round.
 - (c) The export gains many countries came to associate with a rule-based system.
 - (d) The provision of a rule-based system by the WTO.
6. The importance of Cassis de Dijon is that it

- (a) gave a new impetus to the momentum of legal development at the European Court of Justice.
- (b) resulted in a decision that expanded incrementally, the EU's internal market.
- (c) strengthened the role of the court beyond what was envisaged in the Treaty of Rome.
- (d) led to a doctrine that was a key turning point in European integration.

Passage 2 (Total Words—855) (CAT 1999)

Have you ever come across a painting, by Picasso, Mondrain, Miro, or any other modern abstract painter of this century, and found yourself engulfed in a brightly coloured canvas, which your senses cannot interpret? Many people would tend to denounce abstractionism as senseless trash. These people are disoriented by Miro's bright, fanciful creatures and two-dimensional canvases. They click their tongues and shake their heads at Mondrain's grid works, declaring the poor guy played too many scrabble games. They silently shake their heads in sympathy for Picasso; whose gruesome, distorted figures must be a reflection of his mental health. Then, standing in front of a work by Charlie Russell, the famous Western artist, they'll declare it a work of God. People feel more comfortable with something they can relate to and understand immediately without too much thought. This is the case with the work of Charlie Russell. Being able to recognize the elements in his paintings—trees, horses and cowboys—gives people a safety line to their world of "reality". There are some who would disagree when I say abstract art requires more creativity and artistic talent to produce a good piece than does representational art, but there are many weaknesses in their arguments.

People who look down on abstract art have several major arguments to support their beliefs. They feel that artists turn abstract because they are not capable of the technical drafting skills that appear in a Russell; therefore, such artists create an art form that anyone is capable of and that is less time consuming, and then parade it as artistic progress. Secondly, they feel that the purpose of art is to create something of beauty in an orderly, logical composition. Russell's compositions are balanced and rational; everything

sits calmly on the canvas, leaving the viewer satisfied that he has seen all there is to see. The modern abstractionists, on the other hand, seem to compose their pieces irrationally. For example, upon seeing Picasso's *Guernica*, a friend of mine asked me, "What's the point?" Finally, many people feel that art should portray the ideal and real. The exactness of detail in Charlie Russell's work is an example of this. He has been called a great historian because his pieces depict the life style, dress, and events of the times. His subject matter is derived from his own experiences on the trail, reproduced to the smallest detail. I agree in part with many of these arguments, and at one time, even endorsed them. But now, I believe differently. Firstly, I object to the argument that abstract artists are not capable of drafting. Many abstract artists, such as Picasso, are excellent draftsmen. As his work matured, Picasso became more abstract in order to increase the expressive quality of his work. *Guernica* was meant as a protest against the bombing of that city by the Germans. To express the terror and suffering of the victims more vividly, he distorted the figures and presented them in a black and white journalistic manner. If he had used representational images and colour, much of the emotional content would have been lost and the piece would not have caused the demand for justice that it did. Secondly, I do not think that a piece must be logical and aesthetically pleasing to be art. The message it conveys to its viewers is more important. It should reflect the ideals and issues of its time and be true to itself, not just a flowery, glossy surface. For example, through his work, Mondrian was trying to present a system of simplicity, logic and rational order. As a result, his pieces did end up looking like a scrabble board. Miro created powerful, surrealistic images from his dreams and subconscious. These artists were trying to evoke a response from society through an expressionistic manner. Finally, abstract artists and representational artists maintain different ideas about 'reality'. To the abstract artist, reality is what he feels about what his eyes see. This is the reality he interprets on canvas. This can be illustrated by Mondrian's *Trees* series. You can actually see the progression from the early recognizable, though abstracted, *Trees*, to his final solution, the grid system.

A cycle of abstract and representational art began with the first scratching of prehistoric man. From the abstractions of ancient Egypt to

representational, classical Rome, returning to abstractionism in early Christian art and so up to the present day, the cycle has been going on. But this day and age may witness its death through the camera. With film, there is no need to produce finely detailed, historical records manually; the camera does this for us more efficiently. May be, representational art would cease to exist. With abstractionism as the victor of the first battle, may be a different kind of cycle will be touched off. Possibly, some time in the distant future, thousands of years from now, art itself will be physically non-existent. Some artists today believe that once they have planned and constructed a piece in their mind, there is no sense in finishing it with their hands; it has already been done and can never be duplicated.

7. The author argues that many people look down upon abstract art because they feel that:

- (a) Modern abstract art does not portray what is ideal and real.
- (b) Abstract artists are unskilled in matters of technical drafting.
- (c) Abstractionists compose irrationally.
- (d) All of the above.

8. The author believes that people feel comfortable with representational art because:

- (a) they are not engulfed in brightly colored canvases.
- (b) they do not have to click their tongues and shake their heads in sympathy.
- (c) they understand the art without having to put too much strain on their minds.
- (d) Paintings like Guernica do not have a point.

9. In the author's opinion, Picasso's Guernica created a strong demand for justice since

- (a) it was a protest against the German bombing of Guernica.
- (b) Picasso managed to express the emotional content well with his abstract depiction.
- (c) it depicts the terror and suffering of the victims in a distorted manner.

- (d) it was a mature work of Picasso's, painted when the artist's drafting skills were excellent.
- 10. The author acknowledges that Mondrain's pieces may have ended up looking like a scrabble board because:
 - (a) many people declared the poor guy played too many scrabble games.
 - (b) Mondrain believed in the 'grid-work' approach to abstractionist painting.
 - (c) Mondrain was trying to convey the message of simplicity and rational order.
 - (d) Mondrain learned from his Trees series to evolve a grid system.
- 11. The main difference between the abstract artist and the representational artist in matters of the 'ideal' and the 'real' according to the author is:
 - (a) how each chooses to deal with 'reality' on his or her canvas.
 - (b) the superiority of interpretation of reality over reproduction of reality.
 - (c) the different values attached by each to being a historian.
 - (d) the varying levels of drafting skills and logical thinking abilities.

Passage 3 (Total Words—1006) (CAT 1999)

Each one has his reasons; for one, art is a flight: for another, a means of conquering. But one can flee into a hermitage, into madness, into death. One can conquer by arms. Why does it have to be Writing, why does one have to manage his escapes and conquests by Writing? Because, behind the various aims of authors, there is a deeper and more immediate choice which is common to all of us. We shall try to elucidate this choice, and we shall see whether it is not in the name of this very choice of writing that the engagement of writers must be required.

Each of our perceptions is accompanied by the consciousness that human reality is a 'revealer', that is, it is through human reality that 'there is' being, or, to put it differently, that man is the means by which things are manifested. It is our presence in the world which multiplies relations. It is we who set up a relationship between this tree and that bit of sky. Thanks to

us, that star which has been dead for millennia, that quarter moon, and that dark river are disclosed in the unity of a landscape. It is the speed of our auto and our airplane, which organizes the great masses of the earth. With each of our acts, the world reveals to us a new face. But, if we know that we are the directors of being, we also know that we are not its producers. If we turn away from this landscape, it will sink back into its dark permanence. At least, it will sink back; there is no one mad enough to think that it is going to be annihilated. It is we who shall be annihilated, and the earth will remain in its lethargy until another consciousness comes along to awaken it. Thus, to our inner certainty of being 'revealers' is added that of being inessential in relation to the thing revealed.

One of the chief motives of artistic creation is certainly the need of feeling that we are essential in relationship to the world. If I fix on canvas or in writing, a certain aspect of the fields or the sea or a look on someone's face which I have disclosed, I am conscious of having produced them by condensing relationships. By introducing order where there was none, by imposing the unity of mind on the diversity of things. That is, I think myself essential in relation to my creation. But this time, it is the created object which escapes me; I cannot reveal and produce at the same time. The creation becomes inessential in relation to the creative activity. First of all, even if it appears to others as definitive, the created object always seems to us in a state of suspension; we can always change this line, that shade, that word. Thus, it never forces itself. A novice painter asked his teacher. 'When should I consider my painting finished?' And the teacher answered. 'When you can look at it in amazement and say to yourself "I'm the one who did that!"'

Which amounts to saying never. For it is virtually considering one's work with someone else's eyes and revealing what has been created. But it is self evident that we are proportionally less conscious of the thing produced and more conscious of our productive activity. When it is a matter of poetry or carpentry, we work according to traditional norms. With tools whose usage is codified, it is Heidegger's famous 'they' who are working with our hands. In this case, the result can seem to us sufficiently strange to preserve its objectivity in our eyes. But if we ourselves produce the rules of production, the measure, the criteria, and if our creative drive comes from the very

depth of our heart, then we never find anything but ourselves in our work. It is we who have invented the laws by which we judge it. It is our history, our love, our gaiety that we recognize in it. Even if we should regard it without touching it any further, we never receive from it that gaiety or love. We put them into it. The results which we have obtained on canvas or paper never seem to us objective. We are too familiar with the processes of which they are the effects. These processes remain a subjective discovery; they are ourselves, our inspiration, our ruse, and when we seek to perceive our work, we create it again, we repeat mentally the operations which produced each of its aspects appears as a result. Thus, in the perception, the object is given as the essential thing and the subject as the inessential. The latter seeks essentiality in the creation and obtains it, but then it is the object which becomes the inessential.

The dialectic is nowhere more apparent than in the art of writing, for the literary object is a peculiar top, which exists only in movement. To make it come into view, a concrete act called reading is necessary, and it lasts only as long as this act can last. Beyond that, there are only black marks on paper. Now, the writer cannot read what he writes. Whereas the shoemaker can put on the shoes he has just made if they are to his size, and the architect can live in the house he has built. In reading, one foresees; one waits. He foresees the end of the sentence, the following sentence, the next page. He waits for them, to confirm, or disappoint his foresights. The reading is composed of a host of hypotheses, followed by awakenings, of hopes and deceptions. Readers are always ahead of the sentence they are reading in a merely probable future, which partly collapses and partly comes together in proportion as they progress, which withdraws from one page to the next and forms the moving horizon of the literary object. Without waiting, without a future, without ignorance, there is no objectivity.

12. The author holds that:

- (a) There is an objective reality and a subjective reality.
- (b) Nature is the sum total of disparate elements.
- (c) It is human action that reveals the various facets of nature.
- (d) Apparently disconnected elements in nature are unified in a fundamental sense.

13. It is the author's contention that:
- (a) Artistic creations are results of human consciousness.
 - (b) The very act of artistic creation leads to the escape of the created object.
 - (c) Man can produce and reveal at the same time.
 - (d) An act of creation forces itself on our consciousness, leaving us full of amazement.
14. The passage makes a distinction between perception and creation in terms of:
- (a) Objectivity and subjectivity.
 - (b) Revelation and action.
 - (c) Objective reality and perceived reality.
 - (d) Essentiality and non-essentiality of objects and subject.
15. The art of writing manifests the dialectic of perception and creation because:
- (a) reading reveals the writing till the act of reading lasts.
 - (b) writing to be meaningful, needs the concrete act of reading.
 - (c) this art is anticipated and progresses on a series of hypotheses.
 - (d) this literary object has a moving horizon brought about by the very act of creation.
16. A writer, as an artist,
- (a) reveals the essentiality of revelation.
 - (b) makes us feel essential vis-à-vis nature.
 - (c) creates reality.
 - (d) reveals nature in its permanence

Passage 4 (Total Words—921) (CAT 1999)

Since World War II, the nation-state has been regarded with approval by every political system and every ideology. In the name of modernization in the West, of socialism in the Eastern bloc, and of development in the Third World, it was expected to guarantee the happiness of individuals as citizens and of peoples as societies. However, the state today appears to have broken down in many parts of the world. It has failed to guarantee either security or

social justice, and has been unable to prevent either international wars or civil wars. Disturbed by the claims of communities within it, the nation-state tries to repress their demands and to proclaim itself as the only guarantor of security of all. In the name of national unity, territorial integrity, equality of all its citizens and non-partisan secularism, the state can use its powerful resources to reject the demands of the communities; it may even go so far as genocide to ensure that order prevails.

As one observes the awakening of communities in different parts of the world, one cannot ignore the context in which identity issues arise. It is no longer a context of sealed frontiers and isolated regions, but is one of integrated global systems. In a reaction to this trend towards globalisation, individuals and communities everywhere are voicing their desire to exist, to use their power of creation and to play an active part in national and international life.

There are two ways in which the current upsurge in demands for the recognition of identities can be looked at. On the positive side, the efforts by certain population groups to assert their identity can be regarded as “liberation movements”, challenging oppression and injustice. What these groups are doing—proclaiming that they are different, rediscovering the roots of their culture or strengthening group solidarity—may accordingly be seen as legitimate attempts to escape from their state of subjugation and enjoy a certain measure of dignity. On the downside, however, militant action for recognition tends to make such groups more deeply entrenched in their attitude and to make their cultural compartments even more watertight. The assertion of identity then starts turning into self-absorption and isolation, and is liable to slide into intolerance of others and towards ideas of “ethnic cleansing”, xenophobia and violence.

Whereas continuous variations among peoples prevent drawing of clear dividing lines between the groups, those militating for recognition of their group’s identity arbitrarily choose a limited number of criteria such as religion, language, skin colour; and place or origin so that their members recognise themselves primarily in terms of the labels attached to the group whose existence is being asserted. This distinction between the group in question and other groups is established by simplifying the feature selected. Simplification also works by transforming groups into essences,

abstractions endowed with the capacity to remain unchanged through time. In some cases, people actually act as though the group has remained unchanged and talk, for example, about the history of nations and communities as if these entities survived for centuries without changing, with the same ways of acting and thinking, the same desires, anxieties, and aspirations.

Paradoxically, precisely because identity represents a simplifying fiction, creating uniform groups out of disparate people, that identity performs a cognitive function. It enables us to put names to ourselves and others, form some idea of who we are and who others are, and ascertain the place we occupy along with the others in the world and society. The current upsurge to assert the identity of groups can thus be partly explained by the cognitive function performed by identity. However, that said, people would not go along as they do, often in large numbers, with the propositions put to them, in spite of the sacrifices they entail, if there was not a very strong feeling of need for identity, a need to take stock of things and know who we are where we come from and where we are going.

Identity is thus a necessity in a constantly changing world, but it can also be a potent source of violence and disruption. How can these two contradictory aspects of identity be reconciled? First, we must bear the arbitrary nature of identity categories in mind, not with a view to eliminating all forms of identification—which would be unrealistic since identity is a cognitive necessity—but simply to remind ourselves that each of us has several identities at the same time. Second, since tears of nostalgia are being shed over the past, we recognize that culture is constantly being recreated by cobbling together fresh and original elements and counter-cultures. There are in our own country, a large number of syncretic cults wherein modern elements are blended with traditional values or people of different communities venerate saints or divinities of particular faiths. Such cults and movements are characterized by a continual inflow and outflow of members which prevent them from taking on a self-perpetuating existence of their own and hold out hope for the future, indeed perhaps for the only possible future. Finally, the nation-state must respond to the identity urges of its constituent communities and to their legitimate quest for security and social justice. It must do so by inventing what the French philosopher and

sociologist, Raymond Aron, called peace through law. That would guarantee justice both to the state as a whole and its parts, and respect the claims of both reason and emotions. The problem is one of reconciling nationalist demands with the exercise of democracy.

17. According to the author, happiness of individuals was expected to be guaranteed in the name of:
 - (a) Development in the Third World.
 - (b) Socialism in the Third World.
 - (c) Development in the West.
 - (d) Modernisation in the Eastern Bloc.
18. Demands for recognition of identities can be viewed:
 - (a) positively and negatively.
 - (b) as liberation movements and militant action.
 - (c) as efforts to rediscover cultural roots which can slide towards intolerance of others.
 - (d) All of the above.
19. Going by the author's exposition of the nature of identity, which of the following statements is untrue?
 - (a) Identity represents creating uniform groups out of disparate people.
 - (b) Identity is a necessity in the changing world.
 - (c) Identity is a cognitive necessity.
 - (d) None of the above.
20. According to the author, the nation-state
 - (a) has fulfilled its potential.
 - (b) is willing to do anything to preserve order.
 - (c) generates security for all its citizens.
 - (d) has been a major force in preventing civil and international wars.
21. Which of the following views of the nation-state cannot be attributed to the author?
 - (a) It has not guaranteed peace and security.
 - (b) It may go as far as genocide for self-preservation.
 - (c) It represents the demands of communities within it.

(d) It is unable to prevent international wars.

Passage 5 (Total Words—1460) (CAT 1999)

The persistent patterns in the way nations fight reflect their cultural and historical traditions and deeply rooted attitudes that collectively make up their strategic culture. These patterns provide insights that go beyond what can be learnt just by comparing armaments and divisions. In the Vietnam War, the strategic tradition of the United States called for forcing the enemy to fight a massed battle in an open area, where superior American weapons would prevail. The United States was trying to fight World War II in the jungles of Southeast Asia, against an enemy with no intention of doing so.

Some British military historians describe the Asian way of war as one of indirect attacks, avoiding frontal attacks meant to overpower an opponent. This traces back to Asian history and geography: the great distances and harsh terrain have often made it difficult to execute the sort of open field clashes allowed by the flat terrain and relatively compact size of Europe. A very different strategic tradition arose in Asia.

The bow and arrow were metaphors for an Eastern way of war: By its nature, the arrow is an indirect weapon. Fired from a distance of hundreds of yards, it does not necessitate immediate physical contact with the enemy. Thus, it can be fired from hidden positions. When fired from behind a bridge, the barrage seems to come out of nowhere, taking the enemy by surprise. The tradition of this kind of fighting is captured in the classical strategic writings of the East. The 2,000 years' worth of Chinese writings on war constitutes the subtlest writings on the subject in any language. Not until Clausewitz did the West produce a strategic theorist to match the sophistication of Sun-tzu, whose Art of War was written 2,300 years earlier.

In Sun-tzu and other Chinese writings, the highest achievement of arms is to defeat an adversary; without fighting. He wrote. "To win one hundred victories in one hundred battles is not the acme of skill. To subdue the enemy without fighting is the supreme excellence." Actual combat is just one among many means towards the goal of subduing an adversary. War contains too many surprises to be a first resort. It can lead to ruinous losses, as has been seen time and again. It can have the unwanted effect of

inspiring heroic efforts in an enemy, as the United States learned in Vietnam, and as the Japanese found out after Pearl Harbor.

Aware of the uncertainties of a military campaign, Sun-tzu advocated war only after the most thorough preparations. Even then, it should be quick and clean. Ideally, the army is just an instrument to deal the final blow to an enemy already weakened by isolation, poor morale, and disunity. Ever since Sun-tzu, the Chinese have been seen as masters of subtlety, who take measured actions to manipulate an adversary without his knowledge. The dividing line between war and peace can be obscure. Low level violence often is the backdrop to a larger strategic campaign. The unwitting victim, focused on the day-to-day events, never realizes what's happening to him until it's too late. History holds many examples. The Viet Cong lured French and U.S. infantry deep into the jungle, weakening their morale over several years. The mobile army of the United States was designed to fight on the plains of Europe, where it could quickly move unhindered from one spot to the next. The jungle did more than make quick movement impossible; broken down into smaller units and scattered in isolated bases, US forces were deprived of the feeling of support and protection that ordinarily comes from being part of a big army.

The isolation of U.S. troops in Vietnam was not just a logistical detail, something that could be overcome by, for instance, bringing in reinforcements by helicopter. In a big army reinforcements are readily available. It was Napoleon who realized the extraordinary effects on morale that come from being part of a larger formation. Just the knowledge of it lowers the soldier's fear and increases his aggressiveness. In the jungle and on isolated bases, this feeling was removed. The thick vegetation slowed down the reinforcements and made it difficult to find stranded units. Soldiers felt they were on their own.

More important, by altering the way the war was fought, the Viet Cong stripped the United States of its belief in the inevitability of victory, as it had done to the French before them. Morale was high when these armies first went to Vietnam. Only after many years of debilitating and demoralizing fighting did Hanoi launch its decisive attacks, at Dienbienphu in 1954 and against Saigon in 1975. It should be recalled that in the final push to victory, the North Vietnamese abandoned their jungle guerrilla

tactics completely, committing their entire army of twenty divisions to pushing the South Vietnamese into collapse. The final battle, with the enemy's army all in one place, was the one that the United States had desperately wanted to fight in 1965. When it did come out into the open in 1975, Washington had already withdrawn its forces and there was no possibility of re-intervention.

The Japanese early in World War II, used a modern form of the indirect attack, one that relied on stealth and surprise for its effect. At Pearl Harbor, in the Philippines, and in Southeast Asia, stealth and surprise were attained by sailing under radio silence so that the navy's movements could not be tracked. Moving troops aboard ships into Southeast Asia made it appear that the Japanese army was also "invisible". Attacks against Hawaii and Singapore seemed, to the American and British defenders, to come from nowhere. In Indonesia and the Philippines, the Japanese attack was even faster than the German blitz against France in the West. The greatest military surprises in American history have all been in Asia. Surely, there is something going on here beyond the purely technical difficulties of detecting enemy movements. Pearl Harbor, the Chinese intervention in Korea, and the Tet offensive in Vietnam, all came out of a tradition of surprise and stealth. U.S. technical intelligence—the location of enemy units and their movements—was greatly improved after each surprise, but with no noticeable improvement in the American ability to foresee or prepare what would happen next. There is a cultural divide here, not just a technical one. Even when it was possible to track an army with intelligence satellites, as when Iraq invaded Kuwait or when Syria and Egypt attacked Israel, surprise was achieved. The United States was stunned by Iraq's attack on Kuwait even though it had satellite pictures of Iraqi troops massing at the border.

The exception that proves the point that cultural differences obscure the West's understanding of Asian behavior was the Soviet Union's 1979 invasion of Afghanistan. This was fully anticipated and understood in advance. There was no surprise because the United States understood Moscow's world view and thinking. It could anticipate Soviet action almost as well as the Soviets themselves, because the Soviet Union was really a Western country.

The difference between the Eastern and the Western way of war is striking. The West's great strategic writer, Clausewitz, linked war to politics, as did Sun-tzu. Both were opponents of militarism, of turning war over to the generals. But there all similarity ends. Clausewitz wrote that the way to achieve a larger political purpose is through destruction of the enemy's army. After observing Napoleon conquer Europe by smashing enemy armies to bits, Clausewitz made his famous remark in *On War* (1932) that combat is the continuation of politics by violent means. Morale and unity are important, but they should be harnessed for the ultimate battle. If the Eastern way of war is embodied by the stealthy archer, the metaphorical Western counterpart is the swordsman charging forward, seeking a decisive showdown, eager to administer the blow that will obliterate the enemy once and for all. In this view, war proceeds along a fixed course and occupies a finite extent of time, like a play in three acts with a beginning, a middle, and an end. The end, the final scene, decides the issue for good.

When things don't work out quite this way, the Western military mind feels tremendous frustration. Sun-tzu's great disciples, Mao Zedong and Ho Chi Minh, are respected in Asia for their clever use of indirection and deception to achieve an advantage over stronger adversaries. But in the West, their approach is seen as underhanded and devious. To the American strategic mind, the Viet Cong guerrilla did not fight fairly. He should have come out into the open and fought like a man, instead of hiding in the jungle and sneaking around like a cat in the night.

22. According to the author; the main reason for the U.S losing the Vietnam war was
 - (a) the Vietnamese understood the local terrain better.
 - (b) the lack of support for the war from the American people.
 - (c) the failure of the U.S. to mobilize its military strength.
 - (d) their inability to fight a war on terms other than those they understood well.
23. Which of the following statements does not describe the 'Asian' way of war?
 - (a) Indirect attacks without frontal attacks.

- (b) The swordsman charging forward to obliterate the enemy once and for all.
 - (c) Manipulation of an adversary without his knowledge.
 - (d) Subduing an enemy without fighting.
24. Which of the following is not one of Sun-tzu's deans?
- (a) Actual combat is the principal means of subduing an adversary.
 - (b) War should be undertaken only after thorough preparation.
 - (c) War is linked to politics.
 - (d) War should not be left to the generals alone.
25. The difference in the concepts of war of Clausewitz and Sun-tzu is best characterized by
- (a) Clausewitz's support for militarism as against Sun-tzu's opposition to it.
 - (b) Their relative degrees of sophistication.
 - (c) Their attitude to guerilla warfare.
 - (d) Their differing conceptions of the structure, time and sequence of war.
26. To the Americans, the approach of the Viet Cong seemed devious because
- (a) the Viet Cong did not fight like men out in the open.
 - (b) the Viet Cong allied with America's enemies.
 - (c) the Viet Cong used bows and arrows rather than conventional weapons.
 - (d) None of these
27. According to the author, the greatest military surprises in American history have been in Asia because:
- (a) The Americans failed to implement their military strategies many miles away from their own country.
 - (b) The Americans were unable to use their technologies like intelligence satellites effectively to detect enemy movements.
 - (c) The Americans failed to understand the Asian culture of war that was based on stealth and surprise.

(d) Clausewitz is inferior to Sun-tzu.

III

Passage 1 (Total Words—1233) (CAT 2000)

The current debate on intellectual property rights (IPRs) raises a number of important issues concerning the strategy and policies for building a more dynamic national agricultural research system, the relative roles of public and private sectors, and the role of agribusiness multinational corporations (MNCs). This debate has been stimulated by the international agreement on Trade Related Intellectual Property Rights (TRIPs), negotiated as part of the Uruguay Round. TRIPs, for the first time, seeks to bring innovations in agricultural technology under a new world wide IPR regime. The agribusiness MNCs (along with pharmaceutical companies) played a leading part in lobbying for such a regime during the Uruguay Round negotiations. The argument was that incentives are necessary to stimulate innovations, and that this calls for a system of patents which gives innovators the sole right to use (or sell/ lease the right to use) their innovations for a specified period and protects them against unauthorized copying or use. With strong support of their national governments, they were influential in shaping the agreement on TRIPs, which eventually emerged from the Uruguay Round.

The current debate on TRIPs in India—as indeed elsewhere—echoes wider concerns about ‘privations’ of research and allowing a free field for MNCs in the sphere of biotechnology and agriculture. The agribusiness corporations and those with unbounded faith in the power of science to overcome all likely problems; point to the vast potential that new technology holds for solving the problems of hunger, malnutrition and poverty in the world. The exploitation of this potential should be encouraged and this is best done by the private sector for which patents are essential. Some, who do not necessarily accept this optimism, argue that fears of MNC domination are exaggerated and that farmers will accept their products only if they decisively outperform the available alternatives. Those who argue against agreeing to introduce an IPR regime in agriculture and encouraging private sector research are apprehensive that this will work to

the disadvantage of farmers by making them more and more dependent on monopolistic MNCs. A different, though related apprehension is that extensive use of hybrids and genetically engineered new varieties might increase the vulnerability of agriculture to outbreaks of pest and disease. The larger, longer-term consequences of reduced biodiversity that may follow from the use of specially bred varieties are also another cause for concern. Moreover; corporations, driven by the profit motive, will necessarily tend to underplay, if not ignore, potential adverse consequences, especially those which are unknown and which may manifest themselves only over a relatively long period. On the other hand, high-pressure advertising and aggressive sales campaigns by private companies can seduce farmers into accepting varieties without being aware of potential adverse effects and the possibility of disastrous consequences for their livelihood if these varieties happen to fail. There is no provision under the laws, as they now exist, for compensating users against such eventualities. Excessive preoccupation with seeds and seed material has obscured other important issues involved in reviewing the research policy. We need to remind ourselves that improved varieties by themselves are not sufficient for sustained growth of yields. In our own experience, some of the early high yielding varieties (HYVs) of rice and wheat were found susceptible to widespread pest attacks; and some had problems of grain quality. Further research was necessary to solve these problems. This largely successful research was almost entirely done in public research institutions. Of course, it could in principle have been done by private companies, but whether they choose to do so depends crucially on the extent of the loss in market for their original introductions on account of the above factors and whether the companies are financially strong enough to absorb the losses, invest in research to correct the deficiencies and recover the lost market. Public research, which is not driven by profit, is better placed to take corrective action. Research for improving common pool resource management, maintaining ecological health and ensuring sustainability is both critical and also demanding in terms of technological challenge and resource requirements. As such research is crucial to impact new varieties, chemicals and equipment in the farmer's field, private companies should be interested in such research. But their primary interest is in the sale of seed material, chemicals, equipments and other inputs produced by them. Knowledge and

techniques for resource management are not 'marketable' in the same way as those inputs. Their applications to land, water and forests has a long gestation and their efficacy depends on resolving difficult problems such as designing institutions for proper and equitable management of common pool resources. Public or quasi-public research institutions informed by broader; long-term concerns can only do such work.

The public sector must therefore continue to play a major role in the national research system. It is both wrong and misleading to pose the problem in terms of public sector versus private sector or of privatization of research. We need to address problems likely to arise on account of the public-private sector complementarity, and ensure that the public research system performs efficiently. Complementarity between various elements of research raises several issues in implementing an IPR regime. Private companies do not produce new varieties and inputs entirely as result of their own research. Almost all-technological improvement is based on knowledge and experience accumulated from the past. And the results of basic and applied research in public and quasi-public institutions (universities, research organization). Moreover, as is increasingly recognized, accumulated stock of knowledge does not reside only in the scientific community and its academic publications, but is also widely diffused in traditions and folk knowledge of local communities all over.

The deciphering of the structure and functioning of DNA forms the basis of much of modern biotechnology. But this fundamental breakthrough is a 'public good' freely accessible in the public domain and usable free of any charge. Varieties/ techniques developed using that knowledge can however be, and are, patented for private profit. Similarly, private corporations draw extensively, and without any charge, on germ plasma available in varieties of plants species (neem and turmeric are by now famous examples). Publicly funded gene banks as well as new varieties bred by public sector research stations can also be used freely by private enterprises for developing their own varieties and seek patent protection for them. Should private breeders be allowed free use of basic scientific discoveries? Should the repositories of traditional knowledge and germ plasma be collected which are maintained and improved by publicly funded institutions? Or should users be made to pay for such use? If they are to pay, what should be

the basis of compensation? Should the compensation be for individuals or for communities/ institutions to which they belong? Should individuals/institutions be given the right of patenting their innovations?

These are some of the important issues that deserve more attention than they now get and need serious detailed study to evolve reasonably satisfactory, fair and workable solutions. Finally, the tendency to equate the public sector with the government is wrong. The public state is much wider than government departments and includes co-operatives, universities, public trusts and a variety of non-government organizations. Giving greater autonomy to research organizations from government control and giving non-government public institutions the space and resources to play a larger, more effective role in research, is therefore an issue of direct relevance in restructuring the public system.

1. Which one of the following statements describes an important issue or important issues, not being raised in the context of the current debate on IPRs?
 - (a) The role of MNCs in the sphere of biotechnology and agriculture.
 - (b) The strategy and policies for establishing an IPR regime for Indian agriculture.
 - (c) The relative roles of public and private sectors.
 - (d) Wider concerns about 'privatization' of research.
2. The fundamental breakthrough in deciphering the structure and functioning of DNA has become a public good. This means that:
 - (a) Breakthroughs in fundamental research on DNA are accessible by all, without any monetary considerations.
 - (b) The fundamental research on DNA has the characteristic of having beneficial effects for the public at large.
 - (c) Due to the large scale of fundamental research on DNA, it falls in the domain of public sector research institutions.
 - (d) The public and other companies must have free access to such fundamental breakthroughs in research.
3. In debating the respective roles of the public and private sectors in the national research system, it is important to recognize:

- (a) that private companies do not produce new varieties and inputs entirely on their own research.
 - (b) that almost all technological improvements are based on knowledge and experience accumulated from the past.
 - (c) the complementary role of public and private sector research.
 - (d) that knowledge repositories are primarily the scientific community and its academic publications.
4. Which one of the following may provide incentives to address the problem of potential adverse consequences of biotechnology?
- (a) Include IPR issue in the TRIPs agreement.
 - (b) Nationalise MNCs engaged in private research in biotechnology.
 - (c) Encourage domestic firms to patent their innovation.
 - (d) Make provision in the law for user compensation against failure of newly developed varieties.
5. Which of the following statements is not a likely consequence of emerging technology in agriculture?
- (a) Development of newer and newer varieties will lead to increase in biodiversity.
 - (b) MNCs may underplay the negative consequences of the newer technology on environment.
 - (c) Newer varieties of seeds may increase vulnerability of crops to pest and diseases.
 - (d) Reforms in patent laws and user compensation against crop failures would be needed to address new technology problems.
6. The TRIPs agreement emerged from the Uruguay Round to:
- (a) address the problem of adverse consequences of genetically engineered new varieties of grain.
 - (b) fulfill the WTO requirement to have an agreement on trade related property rights.
 - (c) provide innovators a way of protecting their intellectual property.
 - (d) give credibility to the innovations made by MNCs in the field of pharmaceuticals and agriculture.

7. Public or quasi-public research institutions are more likely than private companies to address the negative consequences of new technologies, because of which of the following reason/s?
- (a) Public research is not driven by profit motive.
 - (b) Private companies may not be able to absorb losses arising out of the negative effects of the new technologies.
 - (c) Unlike new technology, product knowledge and techniques for resource management are not amenable to simple market transactions.
 - (d) All of the above.
8. While developing a strategy and policies for building a more dynamic national agricultural research system, which one of the following statements needs to be considered?
- (a) Public and quasi-public institutions are not interested in making profits.
 - (b) Public and quasi-public institutions have a broader and longer-term outlook than private companies.
 - (c) Private companies are incapable of building products based on traditional and folk knowledge.
 - (d) Traditional and folk knowledge cannot be protected by patents.

Passage 2 (Total Words—1195) (CAT 2000)

One of the criteria by which we judge the vitality of a style of painting is its ability to renew itself—its responsiveness to the changing nature and quality of experience, the degree of conceptual and formal innovation that it exhibits. By this criterion, it would appear that the practice of abstractionism has failed to engage creatively with the radical change in human experience in recent decades. It has, seemingly, been unwilling to re-invent itself in relation to the system of artistic expression and viewers' expectations that have developed under the impact of the mass media.

The judgment that abstractionism has slipped into 'inertia gear' is gaining endorsement, not only among discerning viewers and practitioners of other art forms, but also among abstract painters themselves. Like their companions elsewhere in the world, abstractionists in India are asking

themselves an overwhelming question today. Does abstractionism have a future? The major crisis that abstractionists face is that of revitalizing their picture surface; few have improvised many solutions beyond the ones that were exhausted by the 1970s. Like all revolutions, whether in politics or in art, abstractionism must now confront its moment of truth: having begun life as a new and radical pictorial approach to experience, it has become an entrenched orthodoxy itself. Indeed, when viewed against a historical situation in which a variety of subversive, interactive and richly hybrid forms are available to the art practitioner, abstractionism assumes the remote and defiant air of an aristocracy that has outlived its age; trammelled by formulaic conventions, yet buttressed by a rhetoric of sacred mystery, it seems condemned to being the last citadel of the self-regarding 'fine-art' tradition, the last hurrah of painting for painting's sake.

The situation is further complicated in India by the circumstances in which an indigenous abstractionism came into prominence here during the 1960s. From the beginning it was propelled by the dialectic between two motives, one revolutionary and the other conservative—it was inaugurated as an act of emancipation from the dogmas of the nascent Indian nation state, when art was officially viewed as an indulgence at worst, and at best, as an instrument for the celebration of the republic's hopes and aspirations. Having rejected these dogmas, the pioneering abstractionists also went on to reject the various figurative styles associated with the Shantiniketan circle and others. In such a situation, abstractionism was a revolutionary move. It led art towards the exploration of the subconscious mind, the spiritual quest and the possible expansion of consciousness. Indian painting entered into a phase of self-inquiry, meditative inner space where cosmic symbols and non-representational images ruled. Often, the transition from figurative idioms to abstractionist ones took place within the same artist.

At the same time, Indian abstractionists have rarely committed themselves wholeheartedly to a non-representational idiom. They have been preoccupied with the fundamentally metaphysical project of aspiring to the mystical-holy without altogether renouncing the symbolic. This has been sustained by a hereditary reluctance to give up the murti, the inviolable iconic form, which explains why abstractionism is marked by the conservative tendency to operate with images from the sacred repertoire of