

CHAPTER – 6

CRITICAL REASONING

The Critical reasoning questions can be broadly classified as follows:

1. Statements and Assumptions
2. Statements and Conclusions
3. Inferences
4. Strong and weak Arguments
5. Course of Action
6. Assertions and Reasons
7. Cause and Effect

Statements and Assumptions:

In these kind of questions, a statement is given followed by some assumptions. The student is required to assess the assumptions and decide which of them is implicit in the given statement. Before we go further, it is imperative for us to understand the meanings of the terms statements and assumptions.

Definitions:

Statement: At the simplest level, a statement is a formal account of certain facts, views, problems or situations expressed in words.

Assumption: An idea which is thought to be true, or certain to happen, but is not explicitly proved or supported by facts.

Implicit: Something that is suggested or is to be understood, though it is not plainly expressed.

In our day to day affairs, we make a lot of statements as a part of our communication process. As the communication process evolved over time, brevity became the norm as statements became smaller and crisper, yet they continued to carry the same meaning.

In this kind of communication, the speaker/author leaves certain ideas unsaid, those which he takes for granted, which work as a link between a statement and a conclusion. These unsaid ideas are on the speaker/author's mind before making a statement. These unsaid ideas are very much implied in the statement.

Examples:

To understand the above, let us assume that your friend has applied for a competitive exam. You saw him working hard, preparing for that exam. It is a natural reaction to say that, 'He is working hard, he will be successful'. Here, you are co-relating two different aspects. 'Working hard' and 'succeeding'. How can you relate these two? Obviously by **ASSUMING** that hard work is necessary to attain success.

Normal way of expression	of	Expression intended
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- | | |
|---|--|
| <ol style="list-style-type: none"> 1. He is working hard 3. He will be successful | <ol style="list-style-type: none"> 1. He is working hard. 2. Those, who work hard, succeed. [This sentence is taken for granted]. 3. He will be successful. |
|---|--|

Summary:

- (1) Assumption is the unsaid part of a statement but is still implicit from the given statement(s).
- (2) Take help of the keywords used in the statement and assumptions. Differentiate between words which are definitive and those which are not. Comparison of key words in statement and assumptions help in answering some questions.
- (3) The assumptions in case of a notice / appeal / advertisement are:
 - it would be read.
 - it will have some effect.
 - in case of advertisement what is mentioned therein is looked for by people.
 - in case of an appeal it is the duty of those who issued it.
 - in case of an appeal, what is mentioned therein is desirable/harmful
 - what is mentioned in notice/appeal would be followed.
 - in case of an official notice, what is mentioned therein is beneficial to the organisation.
- (5) The hypothetical / unestablished subject/idea, which is being talked about in a statement, is assumed to be existing. If the absence of subject is being talked about, it is assumed that it does not exist.
- (6) In case of cause and effect kind of statements, the assumption is that the cause would lead to the effect. This kind of statements can be of the form 'because cause, hence effect', 'although cause, yet no effect' and 'no cause, hence no effect'.
- (7) In case of a suggestion, the assumptions are
 - a situation exists which needs suggestion.
 - the situation needs to be corrected.
 - the suggestion would solve/improve the situation.
- (8) Think from the point of view of the speaker.

Let us now look at the typical directions given in examinations for these kind of questions.

Directions: In each question below a statement is given followed by assumptions numbered I and II. You are required to assess the two assumptions and decide which of the given assumptions is/are implicit in the given statements and mark your answer as

- (1) If only assumption I is implicit.
- (2) If only assumption II is implicit.
- (3) If neither I nor II is implicit.
- (4) If either I or II is implicit.
- (5) If both the statements are implicit.

Let us take a few more examples and acquaint ourselves with this category of questions.

Examples:

6.01. Statement:

An unemployment allowance should be given to all those unemployed youth in India, who are above 21 years of age.

Assumptions:

- I. The government has collected enough funds through taxes to provide the unemployment allowance to the youth in India.

II. There are unemployed youth in India who need monetary support.

Sol. The statement proposes to give an allowance to help the unemployed youth in India, who are above 21 years of age. Obviously the unstated idea here is that there are indeed youth in India who are above 21 years of age, unemployed and are in need of assistance. Thus assumption II is implicit. The statement does not give any idea regarding the availability of funds to pay the youth in case the proposal is put into effect. Hence, I is not implicit. Therefore, the answer is choice (2).

6.02. Statement:

If it does not rain throughout this season, most farmers would be in trouble this year.

Assumptions:

- I. Most farmers are generally dependent on rains.
- II. Timely rainfall is essential for farming.

Sol. The statement relates rain to farmers and says that in case of absence of rain throughout that season, the farmers would be in trouble. Obviously, it implies that the rains are very important for farmers and rains on time is a prerequisite for good farming. Hence, both the assumptions are implicit. Therefore, the answer is choice (5).

Statements and Conclusions

In these type of questions a statement is given followed by some conclusions. The student is required to go through the statements meticulously and then decide which of the given conclusion/s follows on its basis.

Now let us understand the basic definitions of a statement and a conclusion.

Statement → Definition

A statement is a formal account of certain facts, views, problems or situations expressed in words.

Conclusion → Definition

A conclusion is a belief or an opinion that is the result of reasoning out a given statement. It can also be defined as a proposition in an argument to which other propositions in the argument give support.

These kind of questions are designed to test the student's ability in interpreting a given statement. As such a good grasp of the nuances of the English language and the ability to make a fine graded evaluation of the given statement would help in arriving at the proper conclusion. However, with regular practice and perseverance, questions of this type can be solved with ease and accuracy.

Evaluation of conclusions:

A conclusion is said to follow the given statement if what is mentioned in the conclusion can be inferred from the given statement. We can make use of the following in evaluating the conclusions.

(i) Key words:

Words, such as all, no, few, most, must, had to, will be, always, never, should be, may, may not, etc, help in evaluating the given conclusions.
Let us consider the following examples:

Statement:

'South-Asia will remain unaffected by global crisis' – World Bank.

Conclusion:

Sri Lanka, a South-Asian country, may or may not face the problem caused by global crisis.

Analysis:

Sri Lanka is a part of South-Asia, hence the statement made by the World Bank is applicable to Sri Lanka as well. The word 'will' is definitive in nature. It implies that every South-Asian country definitely remains unaffected. The words 'may or may not' are indefinite in nature. The effect of global crisis on Sri Lanka is uncertain, but the statement is certain. Hence, the conclusion does not follow the given statement.

(ii) Established facts:

One can make use of the established facts in evaluating the conclusions. Let us consider the following examples.

Statement:

All the countries that oppose arms race should stop production of nuclear arms.

Conclusion:

India should stop producing nuclear arms.

Analysis:

It is an established fact that India is one of the countries, that are in the forefront, in spreading peace and disarmament. The statement asks all such countries to stop producing nuclear arms. Hence, the conclusion follows the given statement.

(iii) Application of logic:

The conclusion may not follow the given statement directly, but by application of logic we can evaluate the conclusion. Let us consider the following examples:

Statement:

Apprehensions about erosion in agriculturists vote bank prevented the ruling party from accepting the World Bank proposal.

Conclusion:

- I. The proposal is pro-industrialists.
- II. The proposal is anti-agriculturists.

Analysis:

From the statement it is clear that to appease agriculturists, India rejected the proposal. From the above, we do not know whom the proposal favours. Hence, we cannot conclude that the proposal is in favour of Industrialists. Thus, conclusion I does not follow.

But it can be inferred that the proposal is not in favour of agriculturists. Hence, conclusion II follows.

The directions for these questions are generally as follows:

DIRECTIONS: In each of the following questions a statement is given followed by two conclusions I and II. Mark your answer as:

- (1) If only conclusion I follows.
- (2) If only conclusion II follows.
- (3) If either I or II follows.

- (4) If neither I nor II follows.
 (5) If both I and II follow.

Now let us take a few examples to acquaint ourselves with this category of questions.

Examples:

6.03. Statement:

Security investments carry market risk. Hence, it is best to consult your investment advisor or agent before investing.

Conclusion:

- I. One should not invest in securities.
- II. The investment advisor calculates market risk with certainty.

Sol: The statement tells us that security investments are risky, hence it is advisable to consult an investment advisor. Obviously we can conclude that the advisor is one who can predict or calculate the risk involved with certainty. Hence, conclusion II definitely follows.

I is an extreme action, which suggests that one should not invest in securities. Hence, I does not follow.

Therefore, the answer is (2).

6.04. Statement:

Company ABC has an envious track record in manufacturing top quality cameras with the latest innovations, which ensures that the end user gets excellent pictures even in bad weather conditions.

Conclusion :

- I. No other company has got as much recognition as ABC in this sector.
- II. Even a layman can take great photographs using the cameras made by ABC.

Sol: The statement does not indicate that ABC is the only company that has an envious track record. Hence, conclusion I does not follow. Also the statement does not describe the expertise required to handle such a camera. Hence, conclusion II does not follow. Therefore, the answer is choice (4).

6.5. Statement:

The constitutional amendment carried out in the monsoon session of Parliament prohibits child labour in any organisation.

Conclusions :

- I. All employers in India must abide by this new rule.
- II. All the victims of child labour will now enroll in schools.

Sol: The statement tells us that as a result of an amendment in the constitution children cannot be employed by any organisation. Since it is a constitutional amendment, it follows that all organisations should abide by it. However, from the statement we cannot deduce what these children would do once they are out of their jobs, hence conclusion II does not follow. However, I follows, therefore (1) is the answer.

INFERENCES

Introduction:

Inference is a conclusion drawn on the basis of knowledge or facts available. In questions on INFERENCES, a paragraph is followed by few statements. On the basis of the information given in the passage, we have to check the truthfulness or falsity of the given statement. Each statement can be put into one of the four categories based on the certainty of truthfulness / falsity. The four categories are **definitely true**, **probably true**, **probably false** and **definitely false**. The directions provide one choice number for each of these four categories. If the statement cannot be categorised from the given information, then the answer will be "data insufficient". Let us take a set of questions and understand the five different categories as well as how to go about answering the questions.

Directions: In each question below is given a passage followed by some inferences. You have to examine each inference separately in the context of the passage and decide upon the degree of truth or falsity of the inference. Mark answer

- (1) if you think that the answer is definitely true.
- (2) if you think that the answer is probably true.
- (3) if the data provided is inadequate to answer the question.
- (4) if the answer is definitely false.
- (5) if the answer is probably false.

Before we start analysing the given paragraph and looking at the questions, we will first look at the choices and see what they mean.

Definitely true: We can say a statement is **definitely true** if the information given in the statement is stated explicitly in the paragraph or it follows beyond doubt from what is given in the paragraph. However, sometimes, even if it is not directly stated in the paragraph, there will be something mentioned in the paragraph which very strongly supports the information given in the question and we can conclude that what the statement mentions **has** to be true. For example,

Passage:

Mr. Madan died at the age of 80, in the 50th year of his marriage.

Statement:

Mr. Madan got married at the age of 30.

Analysis:

It is a simple inference that Mr. Madan died at 80, after 50 years of marriage, implies that Mr. Madan got married at the age of $80 - 50 = 30$ years. Thus, the given statement can be directly inferred from the passage. Hence, it is definitely true.

Sometimes, the information may not be so direct as in the following example:

Passage:

The confederation of third world countries, headed by the President of Tanzania, met the World Bank President. The World Bank President, advised the delegates that the poor countries must revamp their resources allocation preferences.

Statement:

Tanzania must revamp its resources allocation preferences.

Analysis:

The confederation of third world countries is headed by the Tanzanian President. This implies that Tanzania is a poor country. It is advised that the poor countries must revamp their resources allocation preferences. It means that Tanzania must revamp its resources allocation preferences. Hence, the given statement is definitely true.

Definitely false: We can say a statement is **definitely false** if the information given in the statement is negated explicitly in the paragraph or it follows beyond doubt, from what is given in the paragraph, that the information given in the statement is false. However, sometimes, even if what is given in the statement is not contradicted directly in the paragraph, there will be something mentioned in the paragraph, which very strongly opposes the information given in the statement. Hence, we can conclude that what the statement mentions **has** to be false. For example,

Passage:

'Improvement of human effort in service sector provides impetus to economic progress. But better performance of service sector alone cannot guarantee economic well-being', an eminent economist's observation, few decades ago. This is the truth about service sector even today.

Statement:

The service sector is always bad for the growth of economy.

Analysis:

The first sentence of passage indicates that improvement in service sector would kickstart overall economic growth. This implies that service sector is good for economic growth. Hence, the given statement is definitely false.

Data inadequate: The answer to a question is **data inadequate** when we cannot comment ANYTHING on the information/statement given in the question on the basis of what is given in the paragraph. It is possible that the paragraph DOES NOT deal even with the topic that the question states. Even if the topic is the same, what is given in the passage could be completely irrelevant to what the question states. In such cases, we cannot even say, on the basis of what is given in the paragraph, that what is given in the question is *possible* or is *not possible*.

Probably true: This choice or the next choice will be possible answers, if we are able to eliminate the above three choices for a question. The information given in the question could be pertaining to the topic that is discussed in the paragraph and has relevance to what has been discussed in the paragraph. (Hence, *data inadequate* is eliminated as a choice). However, we cannot CONCLUSIVELY say whether it is TRUE or FALSE on the basis of the information given in the paragraph but it is POSSIBLE. If the information is *more likely to be true* than to be false, then we mark the answer as **probably true**.

Example :

India's wind power generation has leapt forward. Now, India is world's fourth largest wind power generating country. Generous tax policies and assured power purchase agreements from the government have led to fast growth in this area. Still a lot remained unexploited.

Statement:

The government will continue with these power purchase agreements and tax benefits to this sector.

Analysis:

The passage clearly indicates that it is the generous tax policies and power purchase agreements that encouraged growth in wind power generation. It is also mentioned that there is lot of scope for growth in this area. Keeping all the above in view, it is more likely that the government would continue with these policies. Hence, the statement is probably true.

Probably false: This choice (as in the case of the previous choice) will be a possible answer if we are able to eliminate the first three choices discussed above (*definitely true*, *definitely false* and *data inadequate*). The information given in the question could be pertaining to the topic that is discussed in the paragraph and has relevance to what has been discussed in the paragraph. (Hence, *data inadequate* is eliminated as a choice). However, we cannot CONCLUSIVELY say whether it is TRUE or FALSE on the basis of the information given in the paragraph but it is POSSIBLE. If the information is *more likely to be false* than to be true, then we mark the answer as **probably false**.

Example :

It is not only in British period, but even long after independence, that till 1970s, rural India was facing hunger, famine and food shortage. The shortage of foodgrains, which started in early 50s, continued for about two decades.

Statement:

India was suffering food shortage in 1978.

Analysis:

Though the passage does not indicate the exact years, we can make a rough estimation from the key words used in the passage.

Early 50s implies 1950 to 1955. About two decades implies around 20 years. By taking the maximum possible, the food shortage might have continued till 1975. It is less likely that India suffered food grain shortage in 1978 also. Hence, the statement is probably false.

Differentiating between 'Definitely True' and 'Probably True': Sometimes, the information given in the statement can be inferred easily from the statement as it is directly or explicitly available in the passage. Sometimes, it may not be possible to infer directly from the passage but if it appears to be true, you may have to make some assumptions. In such instances we get a doubt, whether to take it as definitely true or probably true. If the assumption made is 'universally true' or 'it can never be false', then the statement is definitely true, otherwise it is probably true.

Example :

State 'X', with highest number of accidents, has poorly lit roads, whereas state 'Y', with least number of accidents, has all its roads properly illuminated.

Statement:

In state 'X', most of the accidents are a result of poorly-lit roads.

Analysis:

The passage does not provide any direct relationship between the number of accidents and illumination of roads. But, on comparing the situations existing in state X and Y, it appears that the information provided in the statement is **probably true**.

Differentiating between 'Definitely False' and 'Probably False': Confusion may arise, when the given statement is not directly negated in the passage but it appears to be 'almost' definitely false. Then, apply the thought process as explained above to differentiate between 'definitely false' and 'probably false'. For example, consider the following statement, with reference to the previous example.

Statement:

In state X, the number of accidents will not reduce, even if the roads are properly illuminated.

Analysis:

On comparing the number of accidents and illumination of roads of state X with state Y, it appears that there is some relationship between accidents and illumination of roads. At the same time, we cannot directly relate these two. In view of the above, there are likely chances, that accidents will reduce, when roads are illuminated properly. Hence, the statement is **probably false**.

Differentiating between 'Data Inadequate' and 'Probably True': A confusion arises when an inference is not drawn directly from the given passage. Since it is not explicitly mentioned, you think that the data are inadequate and that sufficient information is not given in the passage to come to a conclusion. However, the inference appears to you in tune with the general tone of the passage, hence you are tempted to choose probably true.

If the inference is likely to be true with the assumption made, then the answer is probably true. If no conclusion can be drawn even after making assumption, then the answer is "Data Insufficient". Similar logic can be applied to avoid confusion between probably false and data insufficient.

Key words:

Sometimes key words help in evaluating the inferences. Some examples of key words are - all, some, none, always, never, sometimes, must be, may be, will be, had to, nevertheless, despite, in spite of, because of, etc.

Example :

Jadav is finally selected to play for Indian Hockey team. All the players of hockey team are asked to wear uniform.

Statement:

Jadav has to wear uniform.

Analysis:

The word 'all' includes Jadav also. Hence, the statement is definitely true. If words like 'most', 'few', 'many', etc, are used, then the answer changes.

Example :

UNICEF: Established in 1946, is the only distinctive inter-governmental organisation concerned with children's welfare. Supported entirely by voluntary contributions from governments and individuals, UNICEF helps children all over the world. It is governed by a 30-nation executive board designated by the Economic and Social Council.

6.6. Statement:

Apart from the UNICEF, there are no other agencies concerned about children's welfare.

Sol: It is mentioned in the paragraph that UNICEF is the only 'inter-governmental' agency concerned with children's welfare which means that there are other agencies, which are different constitution, as well. Hence, this statement is *definitely false*. Choice (4). [It may appear that since we cannot conclude whether there are other agencies or not, the answer choice is *probably false*. However, had this been the idea that is intended in the paragraph, then the statement in the given paragraph would have read like "It is *a* distinctive inter-governmental" Also, the word *distinctive* means there *must* be some other organisations (with which it can be compared).]

6.7. Statement:

UNICEF is a sub-organisation of the United Nations Organisation.

Sol: There is no information in the passage as to how UNICEF is related to UNO.

6.8. Statement:

The letter C in UNICEF stands for "children".

Sol: Since UNICEF is concerned with children, it is very likely that its full form should have "children" somewhere in its name. In the abbreviated form, there is only one letter C and this can be expected to stand for "children". We can say that the given statement is more likely to be true i.e., **probably true** and, hence, the answer choice is (2).

6.9. Statement:

The UNICEF has been very successful.

Sol: Since it was started in 1946 and is still running and there has been no mention or indication of the organisation not being able to meet its objectives, this would be most **probably true**. Hence, the correct choice is (2).

6.10. Statement:

The UNICEF has been expanding rapidly in the recent past.

Sol: Nothing can be said in this regard because there is no information on the expansion plans of UNICEF. Hence, choice (3).

Summary:

1. Check whether the inference can be directly evaluated from the passage.
2. If an inference cannot be directly evaluated check if it can be evaluated with the help of universally accepted facts/ideas.
3. The inferences can be evaluated basing on key words.
4. To avoid confusion between 'definitely true' and 'probably true', check whether the information used is explicitly mentioned in the passage or not. If not, though there is no direct evidence, check whether it is likely to be true. Similar thought process is to be applied to avoid confusion between 'definitely false' and 'probably false'.
5. To avoid confusion between 'probably true' and 'data inadequate', check if it is possible to make reasonable assumption to make the assumption 'probably true'. The same thought process is to be applied to avoid confusion between 'probably false' and 'data inadequate'.

Strong and Weak arguments:**Introduction:**

Some examinations consist of questions based on identifying strong and weak arguments. In these questions a proposal followed by two arguments is given. One has to examine the arguments in the context of the given proposal so as to determine their strength. The statements given in these questions, normally, are of interrogative nature.

Before discussing the methodology of solving the questions, let us discuss the two important concepts, "Proposal" and "Argument".

Proposal : Most of the questions are based on a "Proposal". A proposal, here, means a course of action to be taken up.

Example :

- (1) Should liquor be banned?
- (2) Should wild-life be preserved?

Argument: A proposal is followed by two arguments. An argument maybe in favour of or against the proposal. One has to check the strength of the argument. This cannot be misconstrued as considering only favourable arguments. It is irrelevant whether an argument is favorable or adverse to a proposal. Both favourable and adverse arguments are considered provided both of them are strong enough in their own ways.

The supporting argument normally bases its support on a positive result or a positive feature, that would follow, on implementing the course of action proposed in the statement. Similarly, the opposing argument takes its support on the basis of a negative result or a negative feature that (it thinks) follows if the proposed course of action is implemented.

Strength of an argument: An argument is considered to be strong, if it provides a valid and directly related reason either in favour of or against the proposal made.

While considering the arguments, one has to adhere to the following norms:

- (1) The argument is to be considered true, unless it is opposing the generally accepted facts. In other words, the authenticity of the argument cannot be questioned as long as it is not against established facts.

For example, if one argument suggests that Mohd. Ali is stronger than Mike Tyson, we have to take it as true.

- (2) Personal opinion about the proposal shall be ignored. Even if one has an opinion about the proposal, in discussion it cannot be taken into consideration. In other words, the judgement should always be unbiased.
- (3) Sometimes one may come across a situation in which an argument [say "India should declare war against the whole world"] is absurd. But if it is strong enough in the given context it has to be taken as a strong argument. One cannot deny this argument terming this as absurd.

Summary:

- (1) A supporting argument bases its support on a positive result/effect that follows if the proposed action is implemented and an opposing argument bases itself on a negative result/effect.
- (2) The strength of an argument is checked through the following four steps.
 - (i) Preliminary screening - Discard all such arguments which are ambiguous, simplistic, disproportionate, irrelevant or comparative.
 - (ii) Truth in the argument – Check whether the result/effect discussed in the argument really follows.
 - (iii) Desirability / Harmfulness - If the result / effect follows, check whether such result is really desirable/harmful.
- (3) An argument which is filtered through the above three steps is called a strong argument.
- (4) Take help of generally accepted facts, past experiences, etc., in analysing the strength of an argument.

Directions for examples:

Mark your answer as

- Choice (1) if only statement I is a strong argument.
 Choice (2) if only statement II is strong argument.
 Choice (3) if either I or II is a strong argument.
 Choice (4) if neither I nor II is a strong argument.
 Choice (5) if both I and II are strong.

Examples:

6.11. Should male labourers be paid more than female labourers?

- I. Yes. Even physiologists confirm that the structure of male body is such that males can do more work when compared to females, in a fixed period of time.
- II. No. This puts a question mark over gender equality in the society.

Sol. Argument I: It talks about the opinion of physiologists. Here, we cannot check the validity of the physiologists' opinion. We have to assume that the information given is true and check whether such information supports the proposal strongly. If the information is true, then it gives a valid reason for higher wages given to males. Hence, this is a strong argument.

Argument II: There are many factors which cause inequality in the society. Lower wages is not a cause for inequality. Therefore, argument II cannot be considered a strong argument. Only statement I is a strong argument. Choice (1)

6.12. Should X Ltd sack the existing Managing Director, owing to his consistent failure in earning profits for the company?

- I. Yes, because all the competitors are consistently growing and making profits.
- II. No, because the whole industry is in recession and no company has been able to make profits.

Sol. Argument I: This gives a valid reason to sack the existing Managing Director. All the other companies are making profit, except X Ltd. It is the responsibility of the Managing Director to run the company on profitable lines. Hence, argument I is strong.

Argument II: This gives a valid reason for not sacking the existing Managing Director as the industry is experiencing a recession. But we have to observe that only one of the two statements can be true. That is both cannot be true simultaneously. In other words, if one is considered to be a strong argument the other one becomes weak. Therefore, either I or II is strong.

Choice (3)

Courses of Action:

Introduction:

In this category of questions, a statement delineating a problem is given followed by certain other statements, which could be solutions to the problem identified in the main statement. Out of these, the student has to identify those statements which are practical and feasible solutions to the problem and pick them as possible courses of action to be followed.

Definitions:

Statement:

A formal account of facts, views, problems or situations expressed in words.

Course of Action:

A practical and feasible action, administrative or otherwise, which solves a problem or alleviates a given condition or improves the situation.

These questions require:

- (1) A clear and unbiased understanding of the given statement.
- (2) Identification of the problem within the statement.

Only when these two things are done will the student be in a position to actually think of a possible solution to the problem and with this idea in mind he will pick up a choice that matches it.

Technique to answer the question:

Problem – Solution:

We accept a course of action,

- (i) if it solves the problem contained in the statement.
- (ii) if it is practical.

Effectiveness of a course of action:

A suggested course of action can be accepted if it is an accepted fact or an indication from past experience or a logical measure. Let us discuss each of these in detail.

(a) If the suggested course of action is an established fact.

Here, we have to make use of our common knowledge of worldly realities and facts. Let us understand this with the following example:

Statement:

Water-borne diseases are rampant.

Course of action:

Drink boiled water.

Analysis:

It is an established fact that boiled water protects against water-borne diseases. As drinking boiled water is a measure to prevent health hazards, this is an apt course of action.

(b) If the suggested course of action is an indication based on past experiences.

Here, the suggested course of action is an aftermath of previous incidences, based on something which has happened in the past - again concerning our awareness regarding various activities.

Points to Remember:

- A. A negative course of action should not be taken.
 - B. The given solution should be practical.
 - C. A solution which brings in benefits or solves the problem after an inordinate delay should be avoided.
 - D. The course of action should pertain directly to the problem.
 - E. The course of action proposed should independently be able to solve a problem and it should not be contingent to some other 'to' conditions being met.
 - F. It should not result in another problem.
- Now let us discuss the above points with the help of an example.

Directions: The typical directions for these questions are as follows:

In each question below a statement is given followed by two conclusions numbered I and II. You have to take the statement to be true. Read both the conclusions and decide which of the two or both follow from the given statement.

Mark your answer as

- (1) If only conclusion I follows.
- (2) If only conclusion II follows.
- (3) If either I or II follows.
- (4) If neither I nor II follows.
- (5) If both conclusions I and II follow.

Now let us take a few examples and understand the methodology involved in solving these kind of questions.

Examples:

6.13. Statement:

Children nowadays prefer watching TV programmes, meant for adults, to studying in the evenings.

Courses of action:

- I. Parents should switch off TV sets during their child's study hours.
- II. Children who insist on watching these type of programmes should be whipped.

Sol: The statement outlines the basic problem of children forsaking study time and wasting it in watching programmes meant for adults. Obviously, any action which makes the students study, without wasting time on worthless pursuits, would be welcome.

I is a practical course of action and solves the problem. Hence, it follows.

II is an extreme action, hence it does not follow. Therefore, choice (1) is the answer.

6.14. Statement:

As per a survey conducted by the Ministry of Tourism, it has been found that leading hotels in the country have incurred a cumulative loss of 175 crores as a result of a sharp drop in tourist inflows on account of the tension prevailing in Kashmir and the related terrorist activities.

Courses of action:

I. The government should provide financial assistance to the tourism industry.

II. The government should inform all the tourists who intend to travel to India, to safeguard themselves.

Sol: The problem given here is that of a drop in the volume of tourists visiting India and the resulting losses to hotels. The government compensating the hotel industry is not a valid course of action as the issue of increasing tourism is not redressed. In II, the government is shrugging off the responsibility of safeguarding the tourists, which will have a negative effect on tourism. Hence, both do not follow.

Therefore, choice (4) is the answer.

Assertions and Reasons:

Introduction:

The questions based on "Reasons and Assertions" are more or less similar to statements and assumptions. Assertion is nothing but a statement of facts, stating something with force. In other words, a statement made with a strong belief or basing on a strong reason is called an assertion. In these kinds of statements, whatever is mentioned in the statement is backed or supported by a strong reason. Hence, the statement is termed as an 'Assertion'. In each question, an 'Assertion' is followed by one or more "Reasons", which form the basis for such an assertion. The exercise is to find out which, out of the stated reasons, would be the basis for the given assertion. The reasons given in the question should be treated independent of each other. One has to find out whether each of them could be a reason for the given assertion, but not a comparative or a combined assessment. Reasons given should be directly related to the assertion.

Format of the question:

Directions: In each of the following questions, an assertion is followed by two reasons RI and RII. Read the assertion carefully and decide which of the given reasons follows.

Mark your answer as

(A) if only RI follows

(B) if only RII follows

(C) if either of the two follows

(D) neither RI nor RII follows

(E) if both RI and RII follow

Examples :

6.15. Assertion :

Raj's father is admitted to hospital.

RI: Raj's father suddenly collapsed in his office.

RII: Raj's father is 80 years old.

Sol: RI could be one of the strong reasons.

RII is not a strong reason because a person getting admitted to hospital only because of old age is highly unlikely.

Choice (A)

6.16. Assertion:

Ravi, a dangerous criminal, is in police custody now.

RI: Ravi was injured by the police in yesterday's encounter and was caught finally.

RII: Ravi surrendered himself to the police.

Sol: A criminal comes into police custody when he gets caught by the police or when he surrenders himself. Both the given reasons follow, but not at the same time. If RI follows, then RII does not follow and vice versa.

Choice (C)

6.17. Assertion:

The students of class X were given grace marks in the board exam.

RI: Students did not attempt all the questions.

RII: Some questions in the exam did not come from the prescribed syllabus.

Sol: RI cannot be a reason for giving grace marks. Board does not take responsibility when students do not prepare for the exam or do not attempt questions.

RII follows, because only then will the board be constrained to give grace marks.

Choice (B)

6.18. Assertion:

Mother scolded the son and warned him not to repeat the mistake.

RI: The son had stolen money.

RII: The son lied to his mother.

Sol: Each of them is a valid reason. Also, both could be reasons at the same time. Hence, both follow.

Choice (E)

6.19. Assertion:

The I.C.S.E 10th class result is very poor in ABC High School this year.

RI: The number of students in the 10th class I.C.S.E has increased considerably.

RII: The students in I.C.S.E 10th class belong to different sections of society.

Sol: Neither the number nor the composition of students could be a reason for poor result. Hence, neither of them follows.

Choice (D)

Cause and Effect

Introduction:

Questions based on cause and effect test the ability of the candidate to determine the relation between two events and examine how they are dependent on each other i.e., which of them is the cause for the other one. The directions for different types of these questions are given below.

Type – I Directions:

Directions for questions: Each of these questions contains a pair of events marked as 'A' and 'B'. You have to read both the events and decide their nature of relationship. You have to assume that the information given in 'A' and 'B' is true and you will not assume anything beyond the given information in deciding the answer.

Mark answer

- (1) if 'A' is the effect and 'B' is its immediate and principal cause.
- (2) if 'A' is the immediate and principal cause and 'B' is its effect.
- (3) if 'A' is an effect but 'B' is not its immediate and principal cause.
- (4) if 'B' is an effect but 'A' is not its immediate and principal cause.
- (5) None of these

Type – II Directions:

Directions for questions: Below in each question are given two statements (A) and (B). These statements may be either independent causes or may be effects of independent causes. One of these statements may be the effect of the other statement. Read both the statements and decide which of the following answer choices correctly depict the relationship between these two statements.

Mark answer (1) if statement (A) is the cause and statement (B) is its effect.

Mark answer (2) if statement (B) is the cause and statement (A) is its effect.

Mark answer (3) if both the statements (A) and (B) are independent causes.

Mark answer (4) if both the statements (A) and (B) are effects of independent causes.

Mark answer (5) if both the statements are effects of some common cause.

Type – I:

Example:

6.20. Event (A): Mr. Amitab Bachchan received the best actor award.

Event (B): Mr. Amitab Bachchan is a good actor.

From the directions given for these questions, it is clear that, first one has to find out whether the given events are related or not. Here, one event talks about award to an actor, and the second statement talks about what kind of an actor that person is. Hence, the events are related events. Now, answer choice (5) is eliminated. The possibility of choice (5) being the answer arises even when the given events are related. That will be discussed ahead. Once it is found out that the events are related, one should check the

chronological order in which they occur. Because in a cause and effect relation the cause occurs before the effect.

If event (A) occurs before event (B), it implies that A is the cause and B is its effect. In this case choices (2) and (4) are the possible answers. On the other hand if event (B) occurs before event (A), then choices (1) and (3) prevail.

After identifying the possible answer choices, the task is to identify whether the cause is a principal and immediate one or not. Here, we have to understand the terms 'immediate' and 'principal'.

If a camel cannot live at the poles, it is because the weather conditions there do not suit its anatomy. If non-availability of grass is shown as a cause, it is of course a cause, but it is a trivial one.

Similarly, an object has to be combustible for it to get burnt. Being combustible is a principal cause for a heap of paper to burn but it is not an immediate one. Some one throwing lighted match stick onto the heap would be the immediate cause. For a cause to be an immediate one, the time frame is irrelevant. If no other intermediary cause is required, then it is said to be the immediate one. Increase in vehicular traffic is an immediate cause for widening the roads. But the increase in vehicular traffic does not occur overnight or in a day, still it is an immediate cause.

Choice (1) or (2) can be selected, only if both the conditions, principal and immediate, are satisfied. If any one or both condition(s) is/are not satisfied then one should go for choice (3) or (4).

When it is found that the events are related, but any one of them can be a cause for the other, as it cannot be determined as to which is the cause and which is the effect, choice (5) should be marked as the answer. Observe the following events.

Event (A): Ram threw a stone at Shyam.

Event (B): Ram and Shyam quarreled with each other.

Sol. Here, event (A) could be the cause for event(B) and vice-versa. The answer for this question is choice (5).

Type – II:

If the given statements are related and they can be arranged in a chronological order, one should go for choice (1) or choice (2) depending on which of the two causes the other one.

If the two statements are independent of each other, but rather than being the effects of some cause they are basic events, then one should go for choice (3).

Examples:

6.21 Statement (A) : Indonesia suffered a major earth quake today.

Statement (B): The term of the Indonesian prime Minister ends by December.

Sol. The two statements given above are independent of each other, but they lead to certain major consequences. Hence, they are independent causes i.e., choice (3) is the answer.

6.22. Statement (A): Many high-rise buildings, bridges and dams collapsed.

Statement (B): Farmers claimed heavy losses as lakhs of acres of agricultural land along the bank of river Ganga got immersed.

Sol. It is clear that statement (A) is an effect of an earthquake and statement (B) is an effect of floods. As these two are effects of independent causes, the answer is choice (4).

6.23. Statement (A) : Farmers suffered heavy losses as lakhs of acres of agricultural land along the bank of the river Ganga were inundated.

Statement (B): Many villagers living along the bank of the river Ganga were left homeless as their houses have been washed away.

Sol. The given statements represent the effects of a common cause, i.e., floods in the river Ganga. Hence the answer is choice (5).

Exercise – 6

Directions for questions 1 to 3: In each of the questions below is given a statement followed by two assumptions I and II. An assumption is something supposed or taken for granted. You have to consider the statement and the assumptions, and decide which of the assumptions is implicit in the statement. Mark your answer as,

- (A) if only assumption I is implicit.
- (B) if only assumption II is implicit.
- (C) if either I or II is implicit.
- (D) if neither I nor II is implicit.
- (E) if both I and II are implicit.

- 1. Statement:**
Quite independent of the global economic meltdown, India's neglect of its physical infrastructure has been a malaise demanding radical treatment.

Assumptions:

- I. Radical treatment would reduce the adverse effects of global economic meltdown and India's neglect of its physical infrastructure.
- II. Physical infrastructure is the base of high growth trajectory.

- 2. Statement:**
Anger is energy, in a more proactive way and how to channelise it is in itself a skill.

Assumptions:

- I. Anger needs to be channelised.
- II. Only skilful people can channelise anger to energy.

- 3. Statement:**
The government may reduce the export duty on Basmati rice, in view of competition from Pakistan in the international market.

Assumptions:

- I. Reduction in export duty leads to increase in exports.
- II. Pakistan is an exporter of Basmati rice.

Directions for questions 4 and 5: In each of the following questions a statement is followed by several assumptions. An assumption is something taken for granted. Consider the statement and assumptions and find out which of the given assumptions is/are implicit in the given statement.

- 4. Statement:**
A successful employee of a company says, "work is never a stress, it all depends on attitude."

Assumptions:

- I. Successful employees have proper attitude.
 - II. The employees with proper attitude will be successful.
 - III. Attitude makes work stressful.
- (A) Only I and II
 - (B) Only III
 - (C) Only I and III
 - (D) All the above
 - (E) None of these

- 5. Statement:**
The star performers of today, in any company, spend an average of two years in a particular role, after which if they are not given an enriched role they get bored and quit the job.

Assumptions:

- I. Star performers do not get bored within two years.
 - II. Star performers quit the job once they get bored.
 - III. Star performers in any company enjoy enriched role.
- (A) Only I and II
 - (B) Only II and III
 - (C) Only II
 - (D) Only I
 - (E) None of these

Directions for questions 6 to 8: Each question given below consists of a statement followed by two conclusions numbered I and II. You have to assume everything in the statement to be true and then consider the two conclusions and decide which of them logically follows beyond a reasonable doubt from the information given in the statement. Give your answer as

- (A) if only conclusion I follows.
- (B) if only conclusion II follows.
- (C) if either I or II follows.
- (D) if neither I nor II follow.
- (E) if both I and II follow.

- 6. Statement:**
Maruti Suzuki is preparing to roll out its compact car, A-star, in mid November, this year in India. A-star will be the eighth model to be launched by Suzuki in less than 40 months.

Conclusions:

- I. There is huge demand for new models of the cars in India.
- II. Suzuki had launched its first car three years ago.

7. Statement:
Experts say work overload leads to stress. But some celebrities say that they find work an antidote to stress.

Conclusions:

- I. Some celebrities are overloaded by work.
- II. Experts do not judge properly every time.

8. Statement:
Start to think of travelling by train for a holiday. A train journey can give one a better view of places on the way which an air journey cannot give.

Conclusions:

- I. While going for a holiday, people want to enjoy the view of the places on the way.
- II. People should not travel by air when they are going for a holiday.

Directions for questions 9 and 10: Each of the following questions consists of some statements followed by some conclusions. Consider the statements to be true. Find out which of the conclusions logically follow the given statements beyond a reasonable doubt and choose the proper alternative from the given choices.

9. Statement:
The police would allow the leader of the protestors to give a signed protest note at the gates of an embassy. Flags are allowed to be burnt, but the men in uniform are harsh with anyone who tries to set ablaze the Indian tricolour.

Conclusions:

- I. The embassies are of foreign countries and are in India.
 - II. Those who want to protest against foreign countries do not burn Indian flags.
 - III. Burning flags of foreign countries is not an offence.
- (A) All follow
 - (B) Only I and III follow
 - (C) Only I follows
 - (D) Only II and III follow
 - (E) Only III follows

10. Statement:
The United Nations has released a \$1 stamp to honour Mahatma Gandhi's efforts to promote non-violence. October 2nd, the birth date of Mahatma Gandhi, has already been named the International Day of Non-Violence.

Conclusions:

- I. Countries all over the world honour the policy of non-violence.
 - II. The United Nations has declared October 2nd as the international day of non-violence
 - III. The United Nations wants every country to adopt the non-violence policy.
- (A) Only II and III follow
 - (B) Only I follows
 - (C) Only II follows
 - (D) Only I and III follow
 - (E) Only III follows

Directions for questions 11 to 15: Below is given a passage followed by several possible inferences which can be drawn from the facts stated in the passage. You have to examine each inference separately in the context of the passage and decide upon its degree of truth or falsity. Mark your answers as:

- (A) if the inference is "Definitely true", i.e., if you think the inference properly follows from the statement of facts given.
- (B) if the inference is "Probably true", i.e., if you think the inference may be true in the light of the facts given but not definitely true.
- (C) if data is inadequate, i.e., if you think from the facts given, it cannot be said whether the inference is likely to be true or false.
- (D) if the inference is "Probably false", i.e., if you think the inference may be false in the light of the facts given though not definitely false.
- (E) if the inference is "Definitely false", i.e., if you think the inference cannot possibly be drawn from the facts given or it contradicts the given facts.

Passage:

The most recent case of euthanasia in India was that of a Mumbai couple who approached the courts to seek medical termination of a pregnancy after the legally permissible abortion time limit had been crossed. According to the parents, the foetus had been detected to have serious disabilities which would affect the quality of life of the child if born. The court denied them permission, giving its own logic underlining the unborn baby's right to live despite disabilities. Fortunately or unfortunately, the issue was resolved in a different way when the mother suffered a miscarriage a little later and lost the baby.

Globally, in a landmark case, a British teenage girl won the right to die the way she wants. Terminally ill Hannah Jones, just 13 years old, has spent much of the past eight years in hospital wards undergoing treatment for leukaemia. Euthanasia is complex because the issue is attached to ending life, voluntarily. Surprisingly, today it has been legalised only in a handful of countries. But here too and else where the many forms of euthanasia have been taken into consideration.

- 11. The courts in India have the authority to sanction euthanasia.
- 12. The courts consider the age of the foetus before granting permission for abortion.
- 13. It is fortunate that the Mumbai couple lost the baby.
- 14. The author is against legalising euthanasia.
- 15. The British courts allow anyone to die the way one wants.

Directions for questions 16 to 20: In making decisions about important questions, it is desirable to be able to distinguish between 'strong' arguments and 'weak' arguments, so far as they relate to the question. 'Strong' arguments are those which are both important and directly related to the question. 'Weak' arguments are those which are of minor importance and also may not be directly related to the question or may be related to a trivial aspect of the question.

Each question below is followed by two arguments numbered I and II. You have to decide which of the arguments is a 'strong' argument and which is a 'weak' argument. Mark your answer as

- (A) if only argument I is strong.
- (B) if only argument II is strong.
- (C) if either I or II is strong.
- (D) if neither I nor II is strong.
- (E) if both I and II are strong.

16. Should there be a law to punish parents who get their minor children married?

Arguments:

- I. Yes, A minor girl is physiologically not prepared to conceive a baby.
- II. No, This has been a custom prevailing since many centuries.

17. Should the institute conduct classes in remote villages?

Arguments:

- I. Yes, This will help those students who belong to villages and cannot visit urban areas for studies.
- II. No, This is not an economically viable proposal, as the number of students who attend such classes cannot contribute to break-even.

18. Are there any good politicians left in this world?

Arguments:

- I. Yes, So many poor people are sustaining themselves and improving economically.
- II. No, There is nothing in this world which is completely good or completely bad.

19. Are these sanctuaries, which are meant to protect the endangered animals, necessary?

Arguments:

- I. Yes, These are necessary as it is our responsibility to conserve environment and to provide posterity with a better world to live in.
- II. No, These are a huge burden on our receding economy.

20. Should the teachers be stopped from beating the students?

Arguments:

- I. Yes, Child psychologists say that beating hinders the learning process in a child.
- II. No, Spare the cane and spoil the child.

Directions for questions 21 to 23: In each question below a statement is given followed by two courses of action, numbered I and II. A course of action is a step or administrative decision to be taken for improvement, follow-up or further action in regard to the problem, policy etc., on the basis of the information given in the statement. You have to assume everything in the statement to be true, then decide which of the two suggested courses of action logically follow(s) for pursuing. Mark your answer as

- (A) if only I follows.
- (B) if only II follows.

- (C) if either I or II follows.
- (D) if neither I nor II follows.
- (E) if both I and II follow.

21. Statement:

Children catch infections when they eat roadside food.

Courses of Action:

- I. Parents should not allow their children to eat roadside food but rather try to prepare that type of food at home.
- II. The children should be taught about what is healthy food and that the type of food prepared on the road side is not healthy.

22. Statement:

Black fume emitted by the vehicles and the factories is causing rapid increase in air pollution which in turn is causing rapid temperature rise in cities.

Courses of Action:

- I. The authorities should set a limit for the emission levels of the harmful gases for vehicles and factories and should take measures to implement it.
- II. The government should try to reduce the number of vehicles on roads by improving the public transport system and make the people aware of it and also should not allow the factories to be built in or near the cities.

23. Statement:

More than 50% of today's working youth, who have surplus money, are addicted to drugs.

Courses of Action:

- I. Work stress should be reduced in the office.
- II. The salaries should be cut down.

Directions for questions 24 and 25: In each question below, a statement is given followed by three courses of action numbered I, II and III. A course of action is a step or administrative decision to be taken for improvement, follow-up or further action in regard to the problem, policy etc., on the basis of the information given in the statement. You have to assume everything in the statement to be true, then decide which of the three suggested courses of action logically follow(s) for pursuing.

24. Statement

Every year Malaria gets rampant after the rains.

Courses of Action:

- I. Pesticides should be properly sprayed on a regular basis.
 - II. People should be supplied with mosquito nets and mosquito coils free by the Government.
 - III. Using various means of media, people should be informed about the methods to be adopted for prevention from these seasonal diseases.
- (A) Only I and III follow
 - (B) Only II and III follow
 - (C) Only II follows
 - (D) Only I and II follow
 - (E) All the three follow

25. Statement:
Owing to rigging during polls in democratic states, the deserving candidates lose the elections.

Courses of Action:

- I. Democracy must be abolished.
 - II. People must be educated about the value of their vote and they should be made to cast their vote.
 - III. Military force should be employed at every polling booth.
- (A) Only II and III follow
(B) Only II follow
(C) Either I or III follows
(D) Only III follows
(E) All the three follow

Directions for questions 26 and 27: In each question below is given an Assertion followed by two reasons numbered RI and RII. Apply reasons to the assertion and give your answers as follows.

- (A) only RI and not RII is a possible reason for the assertion.
(B) only RII and not RI is a possible reason for the assertion.
(C) either RI or RII, but not both, is a possible reason for the assertion.
(D) neither RI nor RII is a possible reason for the assertion.
(E) both RI and RII are possible reasons for the assertion.

26. Assertion:
Some people in India are indifferent to the existing reservations in the education and the recruitment fields.

RI: Because these people do not fall under reservation category.

RII: Sometimes reservations cause damage to the merit.

27. Assertion:
Every year, "Booker prize" is given by the English government to the best work in English literature.

RI: The English government has enough money with it to spend on such prizes.

RII: The English government is interested in encouraging the authors of these literary works.

Directions for questions 28 to 30: In each of the following questions an assertion (A) and a reason (R) are given. Read them carefully and choose a suitable answer choice.

- (1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true and (R) is not the correct explanation of (A).
(3) (A) is true and (R) is false.
(4) (A) is false and (R) is true.
(5) Both (A) and (R) are false.

28. (A): Water in the Arabian sea cannot be used for drinking or cooking.
(R): No pipe lines are laid from the Arabian sea, to carry water to residential areas.

29. (A): It is difficult to climb Mt. Everest.
(R): Mt. Everest is 8848 m above the sea level.

30. (A): Air pollution in all major cities around the world is increasing day by day.
(R): Many countries are making efforts to find ways to reduce air pollution.

Directions for questions 31 to 35: In each of these questions a pair of events 'I' and 'II' is given. You have to read both the events 'I' and 'II' and decide their nature of relationship. You have to assume that the information given in 'I' and 'II' is true and you should not assume anything beyond the given information in deciding the answer. Mark answer

- (A) if 'II' is the effect and 'I' is its immediate and principle cause.
(B) if 'II' is the effect and 'I' is its immediate and principle cause.
(C) if 'I' is the effect but 'II' is not its immediate and principle cause.
(D) if 'II' is the effect but 'I' is not its immediate and principle cause.
(E) None of these

31. Event (I): Mr. X was killed in the floods.
Event (II): It was raining heavily.

32. Event (I): India's national game, Hockey, is now India's shame.
Event (II): India's national hockey team finished 11th among the 12 countries that played in the recent hockey world cup.

33. Event (I): Company X is opening an office in city Y for marketing the company's products.
Event (II): Company X has chalked out an expansion plan, involving raising production capacity at its existing plants.

34. Event (I): Senior students ragged junior students.
Event (II): Senior students were suspended.

35. Event (I): Indian cricket team won the match.
Event (II): The bowlers of the Indian cricket team performed excellently.

Directions for questions 36 to 40: Below in each question are given two statements I and II. These statements may be either independent causes or may be the effects of independent causes. One of the statements may be the effect of the other statement. Read both the statements and decide which of the following answer choices correctly depicts the relationship between these two statements.

- (A) if statement I is the cause and statement II is its effect.
(B) if statement II is the cause and statement I is its effect.
(C) if both the statements I and II are independent causes.
(D) if both the statements I and II are effects of independent causes.
(E) if both the statements I and II are effects of some common cause.

36. I. Norms and guidelines help children learn mutual respect, responsibility and cooperation.
II. There are times when the enforcement of norms lead to conflicts.
37. I. The single child family seems to be fast becoming the norm in the present day urban set up.
II. People think that parenting is easier when they have only one child.
38. I. English-medium schools and institutes teaching spoken English, are mushrooming even in small towns.
II. Today, more than ever before, there is a craving among people to learn and speak English.
39. I. The shortage of employable talent has become severe.
II. There are more job opportunities than there are qualified professionals.
40. I. The Business Process Outsourcing (BPO) sector is on a hiring spree as it is likely to employ 23 lakh people by 2010.
II. Soaring property prices have led the companies to move to Tier II and Tier III cities.

Key

Exercise – 6

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|------|-------|-------|-------|-------|-------|-------|-------|
| 1. D | 6. B | 11. A | 16. A | 21. C | 26. D | 31. E | 36. E |
| 2. B | 7. B | 12. A | 17. E | 22. B | 27. B | 32. A | 37. B |
| 3. A | 8. D | 13. E | 18. D | 23. D | 28. B | 33. C | 38. B |
| 4. B | 9. B | 14. E | 19. E | 24. A | 29. A | 34. B | 39. A |
| 5. C | 10. E | 15. E | 20. A | 25. A | 30. B | 35. C | 40. D |