

Also useful for other **MBA** entrance
examinations like **XAT, SNAP** and **IIFT**

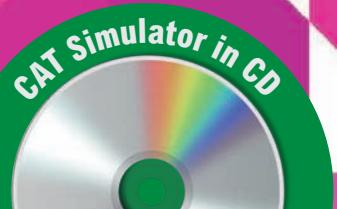


VERBAL ABILITY and READING COMPREHENSION for the **CAT**

Nishit K. Sinha

- ◆ **5 simulated CAT online tests** in CD
- ◆ **2000+** fully solved questions
- ◆ New **non-MCQ** based exercises
- ◆ **7 years'** fully solved CAT papers
- ◆ Updated as per **latest pattern**

3e



**Verbal Ability
and
Reading Comprehension**

for the
CAT

Third Edition

Nishit K. Sinha

PEARSON

Delhi • Chennai

No part of this eBook may be used or reproduced in any manner whatsoever without the publisher's prior written consent.

Copyright © 2016 Pearson India Education Services Pvt. Ltd.

This eBook may or may not include all assets that were part of the print version. The publisher reserves the right to remove any material in this eBook at any time.

ISBN: 9789332570023

e-ISBN: 9789332575608

First Impression

Head Office: 7th Floor, Knowledge Boulevard, A-8(A) Sector 62, Noida 201 309, India.

Registered Office: 11 Community Centre, Panchsheel Park, New Delhi 110 017, India.

To

Papa and Ma

Kumar Kalyan Prasad Sinha and Sanjila Sinha

This page is intentionally left blank

CONTENTS

<i>Preface to the Third Edition</i>	<i>vii</i>
<i>Preface</i>	<i>viii</i>
<i>About the Author</i>	<i>x</i>
<i>Acknowledgements</i>	<i>xi</i>
<i>CAT Demystified</i>	<i>xii</i>

PART 1 VERBAL ABILITY

Chapter 1 Grammar	1.3–1.12
Chapter 2 Sentence Correction	1.13–1.22
Chapter 3 Fill in the Blanks	1.23–1.34
Chapter 4 Confusing Words	1.35–1.44
Chapter 5 Frequently Used Vocabulary	1.45–1.74
Chapter 6 Idioms and Phrases	1.75–1.88
Chapter 7 Spot the Error	1.89–1.94

PART 2 VERBAL REASONING

Chapter 1 Parajumbles	2.3–2.30
Chapter 2 Critical Reasoning	2.31–2.40
Chapter 3 Fact, Inference, Judgement	2.41–2.46
Chapter 4 Paragraph Completion	2.47–2.54

PART 3 READING COMPREHENSION

Chapter 1	Reading Comprehension	3.3–3.66
Chapter 2	Reading Comprehension A Day	3.67–3.151

PART 4 CAT PAPERS

CAT 2002	4.3–4.16
CAT 2003	4.17–4.30
CAT 2004	4.31–4.46
CAT 2005	4.47–4.56
CAT 2006	4.57–4.66
CAT 2007	4.67–4.78
CAT 2008	4.79–4.89

PART 5 SECTION TESTS

Section Test 1	5.3–5.10
Section Test 2	5.11–5.20
Section Test 3	5.21–5.30

PART 6 OTHER MBA ENTRANCE PAPERS

Model SNAP Paper	6.3–6.8
Model XAT Paper 1	6.9–6.16
Model XAT Paper 2	6.17–6.26
Model IIFT Paper	6.27–6.38

PREFACE TO THE THIRD EDITION

CAT (Common Admission Test) is known to usher surprises by bringing changes in its format. CAT 2015 was another such year, when CAT went back to 3-sections format exam with sectional time-limit from erstwhile 2-sections exam. CAT 2015 also introduced, for the first time, non-options based questions in Verbal Ability and Quantitative Aptitude section.

CAT 2015 also brought an increased focus upon Reading Comprehension (RC) by asking 24 questions from RC out of total 34 questions in Verbal section. Because of the change in the format of the examination, like removing logical reasoning part from verbal section, increased focus on RC, and introduction of non-MCQ based questions, we felt the need to bring out this new edition of *Verbal Ability and Reading Comprehension for the CAT*.

This new edition has incorporated major modifications that will make it more comprehensive and beneficial for all users of the book. The nature and extent of these modifications can be encapsulated as follows:

- (a) To cater to the CAT 2015 pattern, a new exercise on Parajumble (non-MCQ based) with complete solutions has been added. This way, there are three different types of Parajumble questions are given in this book—options based questions, odd-one out statement based questions and non-MCQ based questions.
- (b) Adequate new practice exercises on Reading Comprehension section have been added for the benefit of students.
- (c) To make this book more useful for other entrance examinations and campus recruitment tests, adequate new exercises have been added to chapter on Spot the Error.
- (d) Section tests have been revamped based upon CAT 2015 pattern.
- (e) Model test papers (based upon previous years' examinations) for XAT, IIFT, and SNAP have been included for the benefit of students who intend to appear for exams of other B-schools.
- (f) A CD designed to simulate the same GUI experience as that of CAT 2015 has been included with the book. The CD contains five Section Tests based on the pattern of CAT 2015 (both options based and non-options based) to provide students with a hands-on experience and enhance their confidence.

I am sure that the changes made to this new edition will help students to derive more from this book. In case you have any question, you can connect with me on Facebook or Quora.

For any feedback or clarification, I can be reached at nsinha.alexander@gmail.com

Happy Learning!

—Nishit K. Sinha

PREFACE

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

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

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

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

*** Not given.

This book is distributed among six parts:

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

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

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

Part 4—CAT Papers: This part is wholly dedicated to CAT questions of previous years. Solve these questions under time constraint and see where do you stand.

Part 5—Section Tests: This part of the book contains three Section Tests as per CAT 2011 pattern. Solve these questions and try to achieve minimum of net of 20 questions (net means, number of right answers – wrong answers).

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

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

—Nishit K. Sinha

ABOUT THE AUTHOR

Nishit K. Sinha, an IIM Lucknow alumnus, has been training students for the CAT and other B-school entrance examinations for more than a decade. During this period, he has successfully trained more than 10,000 students of varying backgrounds to clear MBA entrance examinations. To best analyze the pattern of all the major B-school entrance tests, as well as to remain updated on the examination pattern, he sits for exams such as the CAT and XAT every year.

He is Founder-Partner at his test prep organization dueNorth Academics LLP, based at Dehradun.

ACKNOWLEDGEMENTS

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

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

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

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

This book would not have been possible without the contribution from all my students, past and present, who have helped me improve the content and the presentation of the book.

I would like to thank Ms Sharel Simon and Ms G. Sharmilee for giving the book the final shape. Thanks to Mr Vikas Sharma and Mr H. Nagaraja for ensuring that I get the timely and accurate feedback of the users.

Thanks would be a small word for my wife, who took care of family and home, giving me enough time to complete this project. Love to my son who gave me company during late nights. Sudhir, my man-Friday, who took care of my small necessities, your contribution is noteworthy.

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

CAT DEMYSTIFIED

CAT stands for the Common Admission Test. It is a test conducted by IIMs for admission into several programs offered by them. Besides IIMs, there are a good number of colleges which accept CAT score in their first round of selection process. As of now, there are 19 IIMs offering PGP at the following places: Ahmedabad, Bangalore, Calcutta, Lucknow, Indore, Kozhikode, Shillong, Ranchi, Rohtak, Raipur, Udaipur, Trichy, Kashipur, Bodhgaya, Nagpur, Sambalpur, Sirmaur, Amritsar, and Vishakhapatnam.

History of the CAT

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

Chart 1

	<i>Number of Sections</i>	<i>Total Number of Questions</i>	<i>Total Marks</i>	<i>Time Allowed</i>
CAT 2000	3	165	N.A.	120 minutes
CAT 2001	3	165	N.A.	120 minutes
CAT 2002	3	150	N.A.	120 minutes
CAT 2003	3	150	N.A.	120 minutes
CAT 2004	3	123	150	120 minutes
CAT 2005	3	90	150	120 minutes
CAT 2006	3	75	300	150 minutes
CAT 2007	3	75	300	150 minutes
CAT 2008	3	90	360	150 minutes
CAT 2009	3	60	450 (scaled score)	135 minutes
CAT 2010	3	60	450 (scaled score)	135 minutes
CAT 2011	2	60	450 (scaled score)	140 minutes
CAT 2012	2	60	450 (scaled score)	140 minutes
CAT 2013	2	60	450 (scaled score)	140 minutes
CAT 2014	2	100	300	170 minutes
CAT 2015	3	100	300	180 minutes

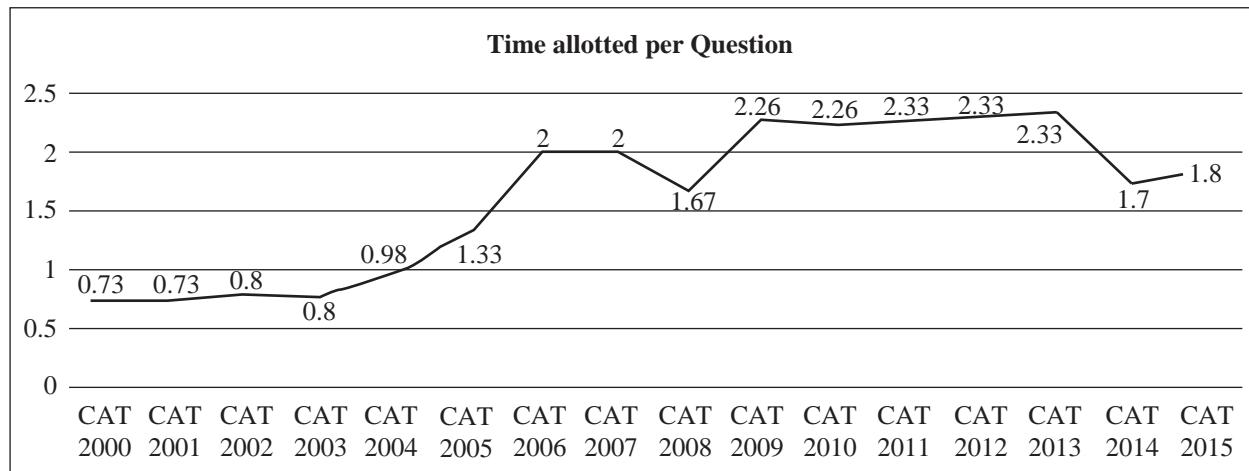
The CAT Online Examinations

The CAT examinations held from 2011 to 2014 had two sections: (a) Quantitative Ability and Data Interpretation (b) Verbal Ability and Logical Reasoning with 30 questions in each section. It also have sectional time limit of 70 minutes for each section. CAT 2015 had 100 questions: 34 questions in QA, 34 questions in VA/RC, and 32 in LR/DI. Each section had a sectional time limit of one hour.

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

Quite obvious from the above table that time allotted per question has risen sharply from CAT 2000 to CAT 2015. One possible conclusion drawn from here is that the CAT is focussing more on accuracy than speed, and secondly, it expects students to gain a certain level of competence across all the areas in a particular section. With the number of questions going down and time going up, students do not have much choice of questions to choose from.

Chart 2



Sectional Breakups and Getting an IIM Call

One thing that has remained constant during this period of CAT 2000 to CAT 2010 is the number of sections and the way these sections have been joined—Quantitative Aptitude (QA), Logical Reasoning and Data Interpretation (LR/DI), and English Usage/Reading Comprehension (EU/RC). Though CAT 2011 changed it all:

Chart 3

Year	QA	LR/DI	EU/RC	Total Number of Questions
CAT 2000	55	55	55	165
CAT 2001	50	50	50	150
CAT 2002	50	50	50	150
CAT 2003	50	50	50	150
CAT 2004	35	38	50	123
CAT 2005	30	30	30	90
CAT 2006	25	25	25	75

Year	QA	LR/DI	EU/RC	Total Number of Questions
CAT 2007	25	25	25	75
CAT 2008	25	25	40	90
CAT 2009	20	20	20	60
CAT 2010	20	20	20	60
CAT 2011	30 (QA+DI)		30 (Verbal + LR)	60
CAT 2012	30 (QA+DI)		30 (Verbal + LR)	60
CAT 2013	30 (QA+DI)		30 (Verbal + LR)	60
CAT 2014	50 (QA + DI)		50 (Verbal + LR)	100
CAT 2015	34	32	34	100

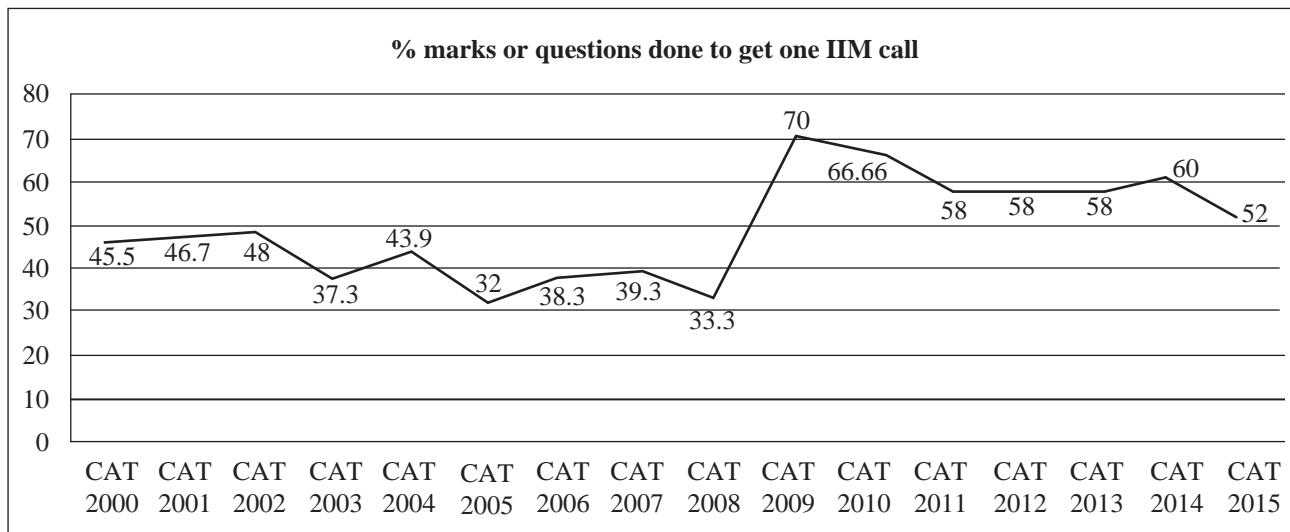
However, past CAT trends show that a student is required to get around 70% marks to get at least one IIM call (with clearing the sectional cut-off). The following table and bar chart give us some clarity regarding the same:

Chart 4

Year	Total Marks or Questions	Marks/Qs Required to Get at Least One IIM Call
CAT 2000	165	75
CAT 2001	150	70
CAT 2002	150	72
CAT 2003	150	56
CAT 2004	123	54
CAT 2005	150	48
CAT 2006	300	115
CAT 2007	300	118
CAT 2008	360	120
CAT 2009	60	42
CAT 2010	60	40
CAT 2011	60	35
CAT 2012	60	35
CAT 2013	60	35
CAT 2014	100	60
CAT 2015	100	52

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

Chart 5



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

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

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

Chart 6

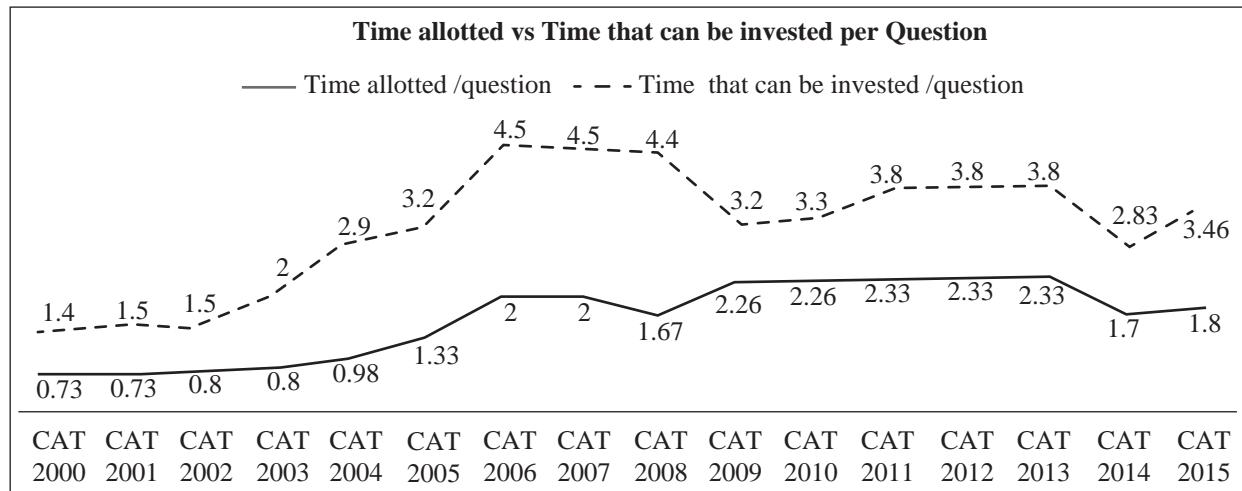
Year	Number of Questions to be Solved	Time Allotted	Time Invested per Question
CAT 2000	85	120 minutes	1.4
CAT 2001	80	120 minutes	1.5
CAT 2002	81	120 minutes	1.5
CAT 2003	60	120 minutes	2.0
CAT 2004	42	120 minutes	2.9
CAT 2005	38	120 minutes	3.2
CAT 2006	33	150 minutes	4.5
CAT 2007	33	150 minutes	4.5

Year	Number of Questions to be Solved	Time Allotted	Time Invested per Question
CAT 2008	34	150 minutes	4.4
CAT 2009	42	135 minutes	3.2
CAT 2010	40	135 minutes	3.3
CAT 2011	35	135 minutes	3.8
CAT 2012	35	135 minutes	3.8
CAT 2013	35	135 minutes	3.8
CAT 2014	60	170 minutes	2.83
CAT 2015	52	180 minutes	3.46

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

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

Chart 7



This line brings to us an important information—for CAT 2006, CAT 2007, or CAT 2008, even if a student has taken approximately 4.5 minutes to solve a question with 90% accuracy, s/he has got enough marks to get at least one IIM call (provided s/he clears the sectional cut-off too). For online formats for CAT, it is around 3.3 minutes per question. For CAT 2015, it was around 3.5 minutes.

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

PART 1

VERBAL ABILITY

1	GRAMMAR	1.3
2	SENTENCE CORRECTION	1.13
3	FILL IN THE BLANKS	1.23
4	CONFUSING WORDS	1.35
5	FREQUENTLY USED VOCABULARY	1.45
6	IDIOMS AND PHRASES	1.75
7	Spot the Error	1.89

This page is intentionally left blank

Grammar

1

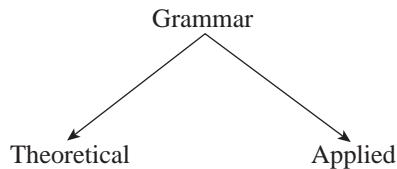
LEARNING OBJECTIVES

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

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

ENGLISH GRAMMAR

English grammar can be divided into two broad categories:



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

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

In this chapter, we are going to discuss:

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

Parts of Speech

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

1.4 □ Verbal Ability

Parts of speech	Function	Examples	Usage
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats.
Interjection	short exclamation, sometimes inserted into a sentence	Oh!, ouch!, hi!, well	Hi! How are you?

Let us see some of these one by one:

Noun

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

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

Noun Gender

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

Noun Plurals

Most nouns change their form to indicate number by adding ‘-s’ or ‘-es’ in a good number of cases.

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

Possessive Nouns

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

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

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

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

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

Types of Nouns

Proper Nouns

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

Common Nouns

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

Concrete Nouns

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

Abstract Nouns

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

Countable Nouns

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

Non-Countable Nouns

A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that could (or would) not be usually

counted. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns. Example, furniture, hair, coffee, ink, etc.

Collective Nouns

A **collective noun** is a noun naming a group of things, animals, or persons. One can count the individual members of the group, but usually group is seen as a whole and generally as one unit.

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

Pronoun

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

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

Personal Pronouns

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

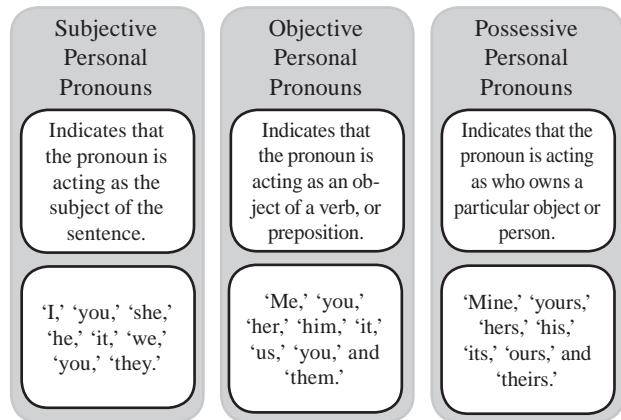
Various ways in which they are used are illustrated below:

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

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

- a. Inanimate objects
- b. Animals without name

- c. Babies without name
- d. Human beings (when the gender is not clear).



Demonstrative Pronouns

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

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

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

Interrogative Pronouns

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

'Who,' 'whom,' and occasionally 'that' are used to refer to people, and 'which' and 'what' are used to refer to things and to animals.

'Who' acts as the subject of a verb, while 'whom' acts as the object of a verb.

Relative Pronouns

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

1.6 □ Verbal Ability

Indefinite Pronouns

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

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

Reflexive Pronouns

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

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

Errors in Pronouns

1. Aditi bought an eclair and a pastry and she ate it quickly. [What does this 'it' refer to]. This is pronoun-antecedent (the noun for which we use pronoun) ambiguity.
2. As people age, the concern a person has change as well. This is pronoun-antecedent inconsistency.
3. Nitika was surprised that despite working hard she did not get a promotion.

Pronoun must agree with its antecedent in number and gender.

Verb

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

Example

Monster bites his victims on the neck.

The verb 'bites' describes the action monster takes.

I will marry in 2013.

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

Kapil Dev played in 3 World Cups, but his diaries **were destroyed**.

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

Adverb

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

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

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

Here 'bright' is an adverb qualifying the adjective 'red'.

Conjunctive Adverbs

A **conjunctive adverb** joins two clauses together. Some of the most commonly used conjunctive adverbs are 'consequently,' 'finally,' 'furthermore,' 'hence,' 'however,' 'incidentally,' 'likewise,' 'meanwhile,' 'nevertheless,' 'next,' 'nonetheless,' 'otherwise,' 'then,' 'therefore,' and 'thus.' However, a conjunctive adverb is *not* strong enough to join two independent clauses without the aid of a semicolon.

Adjective

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

Possessive Adjectives

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

Demonstrative Adjectives

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

Preposition

They show the position of a subject with its object, or show the relation that a noun or pronoun shares with other noun or pronoun in a sentence.

Example

The book is **on** the table.

The book is **beneath** the table.

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

The book is **beside** the table.

He is **at** the theatre.

Some of the usage of prepositions are given below:

1. All, of

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

All the men belong to the club.

All *of us* belong to the club.

All *of us* boys belong to H10.

2. Among/between

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

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

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

The election commission is divided evenly between the two groups.

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

- While packing these glass sheets, be sure to place paper between them.
- The funds were distributed between Sri Lanka, China, Pakistan and India.

3. At/in

Both *at* and *in* are used in reference to places. Mostly *in* is used for larger places and *at* for smaller places.

He lives at Patel Nagar in Patna.

He lives in Delhi.

4. In/into/in to

In implies the position within and into implies motion within-to-within from one medium to another. In to is a two word phrase in which in is an adverb.

The correspondence is in the file.

He walked into my office/He jumped into the pool.

Varun came in to see me.

5. Besides, beside

Besides means in addition to; beside means by the side of.

Beside, we also require your support for this movement.

I sat beside river Nile.

Besides being fined, he was also jailed.

6. On/upon/up on

Both *on* and *upon* are interchangeable, although *upon* is a little more formal and emphatic. In the two word phrase *up on*, *on* is an adverb.

Please place the book *on* the table.

His statements were based *upon* the scientific data.

It will be necessary to step *up on* the school.

7. Some word like senior, junior, prefer, prior, superior, inferior, etc., are followed by to and not than.

He was senior *to* me in college.

Health is more preferable *to* wealth.

This cloth is inferior *to* that cloth.

8. Certain words are used in gerund (first form of a verb followed by -ing) along with prepositions.

For example, abstain, confident, fond, insist, keen, persist, prohibit, refrain, succeed, etc.

I prohibited him from parking his car near the entrance. (and not 'to park').

She is confident of speaking English within six months. (and not 'to speak').

I abstain from drinking on Tuesday. (and not 'to drink').

He worked hard and succeeded in securing good marks. (and not 'to secure').

9. Certain words are used in gerund without a preposition if followed by the first form of a verb.

For example, avoid, enjoy, help, dislike, stop, remember, etc.

He enjoys playing cards. (and not 'to play').

Stop writing as the time is over. (and not 'to stop').

I dislike playing with Raman. (and not 'to play').

Many people avoid drinking before their elders. (and not 'to drink').

10. Certain words are followed by different preposition in different contexts. For example:

I agree with Mr Saxena.

I agree to your proposal.

In the above example, the word 'agree' is used with two different prepositions, with and to. 'Agree with' is used for agreement with a person,

1.8 □ Verbal Ability

whereas ‘agree to’ is used for agreement to a plan, or proposal.

Similarly, we angry ‘with’ a person, however we angry ‘at’ something.

11. Prepositions of Time: *at*, *on*, and *in*

We use *at* to designate specific times.

■ The train is due at 2:15 a.m.

We use *on* to designate days and dates.

■ Hari is coming on Monday.

■ We’re going to Mussoorie on 15th August.

Tenses

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

Subject-Verb Agreement

A sentence has the following properties:

it contains a *subject*

it contains a *verb*

it expresses a *complete thought*

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

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

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

Common rules and errors

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

Let us see some of the examples:

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

Incorrect usage	Correct usage	Explanation
All of the team were there.	All of the team was there.	‘Team’ is singular, so the verb should be also.
All the players was present.	All the players were present.	‘Players’ is plural, so the verb should be also.

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

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

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

Exception 1

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

Example

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

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

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

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

Exception 2

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

Example

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

Exception 3

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

1.10 □ Verbal Ability

Example

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

However, with 'He', which is 3rd person singular, 'does not' is used.

- (c) He does not smoke.

Exception 4

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

Example

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

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

1. Names of diseases, sports and field of study.

Example

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

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

Example

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

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

Let us look at another example:

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

Expansion 1

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

Example

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

Expansion 2

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

Example

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

Expansion 3

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

Example

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

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

Expansion 4

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

Example

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

Expansion 5

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

Example

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

Articles

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

Use of A and An

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

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

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

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

Use of 'The'

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

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

The moon circles the earth.

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

Plural Noun Forms

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

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

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

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

Please note that some dictionaries list ‘busses’ as an acceptable plural for ‘bus.’

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

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

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

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

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

- The news is bad.
- Gymnastics is fun to watch.
- Economics/Mathematics/Statistics is said to be difficult. (‘Economics’ can sometimes be a plural concept, as in ‘The Economics of the situation demand that’).

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

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

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

A.

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

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

1.12 □ Verbal Ability

B. The use of adjectives as noun.

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

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

Example

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

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

PARALLEL STRUCTURES

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

Consider the sentences below:

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

Sentence Correction

2

LEARNING OBJECTIVES

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

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

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

(A) Grammar Based Error

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

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

(B) Usage Based Error

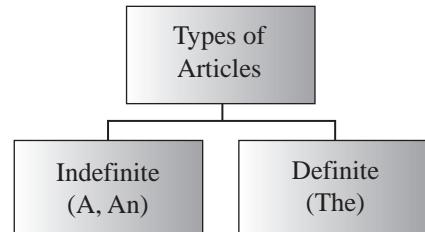
- i. Modifiers
- ii. Parallelism

Now we will see these one by one:

GRAMMAR BASED ERROR

I. Articles

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



Definite Article - The

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

Indefinite Article - A or An

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

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

Example

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

1.14 □ Verbal Ability

Note:

The words like hours, honest, heir begin with the consonant 'h', but they are pronounced with a vowel sound and the initial consonant 'h' is silent. Hence, the article 'An' precedes them.

Words beginning a vowel but pronounced with consonant sound take article 'a' before them.

Example

A University, A European, A Unicorn, A Useful Article, A Union

The words university, unicorn, union begin with a sound 'yu', so despite they start with a vowel 'U', article 'A' precedes them. Similarly, the words like we use 'A one-rupee note' instead of 'An one-rupee note' or 'A one-eyed man' instead of 'An one-eyed man'.

Correct	A one-eyed man	A one rupee note	A one dollar bill
Incorrect	An one-eyed man	An one rupee note	An one dollar bill

Indefinite Article's Usage

It is used:

(a) In its initial numerical sense of one.

Ex: (i) Three feet make a yard.
(ii) Not a word was uttered.

(b) In the uncertain sense of certain.

Ex: One fine evening a rat knocked at my door as if it were a human being.

(c) In the meaning of 'any' to indicate an individual as the representative of a group.

Ex: A student should pay respect to his/her parents.

(d) To convert a proper noun into a common noun.

Ex: A Kiran Bedi is required to curb the crime.

Definite Article - The

THE is called the Definite Article because it refers to some particular person or thing.

Ex: The office: that is some particular officer.

Definite Article's Usage

THE is used in the following cases:

(a) With a particular person or thing or the one already denoted.

Ex: i. I like the gift.
ii. The shirt you wanted has been sold.

(b) With a singular noun means to represent a whole class.

Ex: The dog thrives on tender care.
Two nouns man and woman used in the general sense to denote the whole class never have either article.

Ex: Many a time woman is behind man's success.

(c) With name of gulfs, rivers, seas, oceans, group of islands, and mountain-ranges.

Ex: The Arabian sea, The Ganges, The Atlantic Ocean, etc.

(d) With names of certain books

Ex: The Bible, The Mahabharata, The Ramayana, etc.

(e) Before names of things, unique of their kind although they are common nouns.

Ex: The Volcano, The Sun, The Ocean, etc.

(f) A common noun takes 'The' to make it an abstract noun.

Ex: Ultimately the poet in him came to the forefront.

(g) Before a proper noun only when it is qualified by an adjective or an adjectival clause.

Ex: The great Satyajit Ray, The immortal Premchand

(h) With superlatives

Ex: The darkest night has a bright morning.

(i) With ordinals

Ex: Seth was the 3rd person to speak.

(j) Before an adjective which works as a noun.

Ex: The brave are on our side.

(k) Before a noun to give the force of a superlative

Ex: Compressor is the heart (the chief part) in an AC.

(l) As an adverb with comparative

Ex: The higher the better, The more they have etc.

'THE' (Article) is omitted in the following cases

(a) Before names of materials

Ex: Copper is a soft metal.

(b) Before proper nouns

Ex: Mumbai is the Manchester of India.

When the article is used with proper nouns, they become common nouns.

Ex: This author is a second Sartre.

(c) Before a common noun used in its widest sense.

Ex: Only man has the power.

- (d) Before Languages
Ex: He likes Devanagri.
- (e) Before abstract nouns used in a general sense
Ex: (i) Truth cannot be hidden for a long time.
(ii) Wisdom shines from all sides.
- (f) Before words of relations like father, mother, aunt, uncle (and also cook and nurse).

TEST YOUR LEARNING 1

Fill up the blanks with an appropriate article.

1. One should be _____ honourable man.
2. _____ Ganga is _____ legendary river.
3. _____ able man is not always rewarded in life.
4. It is honest man's policy to speak _____ truth.
5. We have no time to see _____ blue sky.
6. Aladdin had _____ magic lamp.
7. She returned after _____ hour.
8. _____ college will shortly close for the Holi holidays.
9. Benaras is _____ holy city.
10. Tomorrow _____ European will meet at the Taj.
11. Who says Portuguese is _____ easy language?
12. _____ French defeated the Britishers.
13. She had come in rains without _____ umbrella.
14. This is _____ untidy room.
15. The boys found _____ egg in the room.
16. If you happen to meet him, give him _____ message.
17. The traveller knows _____ way.
18. Sri Lanka is _____ island.
19. We should discuss _____ matter seriously.
20. He looks as expressionless as _____ owl.
21. The man is _____ honour to the institution.

ii. Adjectives and Adverbs

Adjectives are words that describe nouns and pronouns. They may come before the word they describe (That is a cute baby) or they may follow the word they describe (That baby is cute).

Adverbs are words that modify everything but nouns and pronouns. They modify adjectives, verbs and

other adverbs. A word is an Adverb if it answers how, when or where.

Example

He walks slowly.

Rule 1

Generally if a word answers the question 'How', it is an adverb. If it can have an *ly* added to it, place it there.

Example

He thinks slowly. (answers the question "how does she think").

He is a *slow* thinker. (*Slow* does not answer how. So no *ly* is attached. *Slow* is an adjective here).

They performed *badly*. (Here *badly* describes *how* they performed).

Rule 2

A special 'ly' rule applies when four of the senses – taste, smell, look and feel – are the verbs. Do not ask if these senses answer the question how to determine if *ly* should be attached. Instead, ask if the sense verb is being used actively. If so, use the 'ly'.

Example

Flowers smell (sweet or sweetly)?

Do the flowers actively smell with noses? No, so no *ly*. So it is flowers smell sweet.

The woman looked angry/angrily? – Did the woman actively look with eyes or are we describing her appearance, so, no *ly*. So it is "The woman looked angry".

The woman looked angry/angrily at the paintings? – Here the woman did actively look with eyes, so the *ly* is needed. So it is "The woman looked angrily at the paintings".

Rule 3

The word *good* is an adjective while *well* is an adverb.

Example

He did a *good* job. (*Good* describes the job).
He did the job *well*. (*Well* answers how).

1.16 □ Verbal Ability

Rule 4

When referring to health, always use *well*.

Example

I am not feeling *well* today.

Rule 5

A common error—Using the wrong form for comparison.

Example

To describe one thing, for example rich, as in, “he is *rich*”. To compare two things, we should say *richer*, as in, “he is the richer of the two men”. To compare more than two things, we should say *richest*, as in, “he is the richest of them all”.

Rule 6

Never drop the *ly* from an adverb when using the comparison form.

Correct—She spoke *quickly*.

She spoke more *quickly* than he did.

Incorrect—She spoke quicker than he did.

Rule 7

This and *That* are singular, whether they are being used as adjectives or as pronouns. *This* points to something nearby while *that* points to something ‘over there’.

This cat is mine.

That cat is hers.

Rule 8

These and *those* are plural, whether they are being used as adjectives or as pronouns. *These* points to something nearby while *those* points to something ‘over there’.

Example

These are mine. *Those* are yours.

Rule 9

Using than and then—Use ‘than’ to show comparison.

Use ‘then’ to answer the question ‘when’.

I would rather go skiing than swimming.

First we went to play cricket; then we went skiing.

TEST YOUR LEARNING 2

Direction: Decide whether each word in bold is being used correctly. If not, correct it.

1. Come **quick** or we will miss the bus.
2. My father drives the car so **slow** that I am afraid someone will hit the car from behind.
3. I have never been **more surer** of anything in my life.
4. Sama was the **best** of the two sisters.
5. You did that act so **good**.
6. Rumana felt **badly** about forgetting Faisal’s birthday.
7. This is the **worst** oil spill I have ever seen.
8. The jasmine has bloomed and smells very **sweet**.
9. You look **angrily**. What did I do?
10. She looked **suspiciously** at the man wearing the coat.
11. **These** tree looks as though it is infested with insects.
12. **Those** bushes need to be trimmed.
13. When was the last time Tanay had no allergy symptoms and felt **good**?
14. In the library, you have to be **more quieter** than when you are outside.
15. Priyanka felt **good** about getting her puppy.
16. She has a **more better** approach to solving that problem.
17. Which is the **worst**, a toothache or a headache?
18. She reached **swift**, which made him feel badly about insulting her.
19. The herbs in the food tasted **bitter**.
20. Ria fought **bitterly** against her in-laws for custody of their daughter.

TEST YOUR LEARNING 3

Fill in the blanks with “Few”, “A Few”, or “The Few”.

1. There are _____ friends who remain faithful in hard times.
2. He has only _____ friends.

3. _____ friends he has are really faithful to him.
4. _____ passengers were injured in the accident.
5. _____ passengers injured in the accident have been given first-aid.
6. _____ books I had have all gone out of course.
7. _____ books would serve my purpose.
8. A good man has _____ enemies.

iii. Subject-Verb Agreement

Essence of SVA lies with the fact that “Subjects and Verbs must Agree”. The ‘subject’ of a sentence, noun or a pronoun, and the verb in the given sentence must agree in number. Singular subjects must be paired with singular verbs; and plural subjects, with plural verbs. Though it might appear very simple, but questions asked use tricky and complex constructions making it difficult to decode the Subject/Verb and its singularity/plurality.

Some of the examples of putting tricky questions are given below:

i. Some words qualifying the subject given inserted between Subject and Verb.

For example

- (a) *The child, together with his grandfather and his parents, is going to multiplex.*

Given statement is correct. Subject here is child, and hence, ‘is’ is correct. The accompanying words “his grandfather and his parents”, just provides the extra information.

- (b) Ritu, alongwith her friends, have gone to movie. This statement is **incorrect**. Subject here is Ritu, and hence, verb should be singular – has.

ii. Usage of deflectors

For example

- (a) *His mastery of several sports and the social graces make him a sought-after coach.*

What is the subject here – ‘His mastery’ is the subject. Hence, verb should be ‘makes’.

In this statement, “*of several sports and the social graces*” is a deflector. These words are put just to confuse you in identifying the subject.

So the correct statement would be – *His mastery of several sports and the social graces makes him a sought-after coach.*

iii. Presence of Collective nouns

Collective nouns like **family, majority, audience, and committee** are **singular when they act in a collective fashion or represent one group**. They are plural when the members of the collective body act as individuals.

For example

- (a) The flock of birds is flying north.
This sentence is correct as it mentions “flock of birds”, as a singular entity. We are not talking about the direction of flying of one bird, but of the whole flock in unison. Hence, using singular verb ‘is’ is correct.
- (b) The team are always fighting amongst themselves.
This sentence is correct. Since the members of the team are not shown as a singular entity, rather they have been presented as individuals, hence, plural verb ‘are’ is required.

iv. Use of ‘And’/‘Or’/‘Nor’

If ‘and’ has been used, verb should be plural.

For example

Maulik and Vikas are going to watch a movie. (Movie)
If ‘or’/‘nor’ has been used, verb should be singular.

For example

- (a) Maulik or Vikas is going. (Correct)

v. Use of ‘Neither – Nor’/‘Either – Or’

If two subjects are joined by ‘Either – Or’ or ‘Neither – Nor’, the verb should agree with the subject that is closer to it.

For example

- (a) Neither the principal nor the staff members were able to find the mistake.

This sentence is correct, as the verb follows the subject ‘staff members’ which is plural. Hence, ‘are’ is being used.

1.18 □ Verbal Ability

- vi. **Except for the pronouns** (few, many, several, both, all, some) that always take the plural form.

For example

Few were left alive after the flood.

- vii. **If two subjects are joined by *and*, they typically require a plural verb form.**

The cow and the pig are jumping over the moon.

- viii. **The verb is singular if the two subjects separated by *and* refer to the same person or thing.**

Red beans and rice is my Mom's favourite dish.

See more on the Subject–Verb Agreement in Chapter 1 – Grammar.

iv. Pronoun Error

See Chapter 1 – Grammar for Pronoun Rules and Error.

USAGE BASED ERROR

Modifiers

A modifier is a word or a phrase that describes another word or phrase. The most familiar examples are adjectives and adverbs.

Errors in Modifiers

Normally, errors in modifier are not the grammatical error; rather they are the error of English usage giving an altogether different meaning than what they are supposed to.

For example, consider the statement:

Example 1

A signboard at a restaurant says:

We provide rest rooms for the ladies that are clean and comfortable.

⇒ Analyzing this sentence, there is no grammatical error, but the phrase is wrongly, placed giving rise to ambiguity in the meaning. Restaurant meant to propagate the message that they provide clean and comfortable rest rooms for the ladies, but what is conveyed is entirely different message – that they provide the restrooms only to clean and comfortable ladies.

So the correct message should be—We provide clean and comfortable rest rooms for ladies.

Example 2

Incorrect usage—Walking back from the village my wallet was lost.

In the given sentence it appears that the wallet lost itself—which cannot happen.

Correct usage

- While 'I' was walking back from the village my wallet was lost.
- Walking back from the village, I lost my wallet.

Example 3

Incorrect usage—Blinded by the storm, the car was steered in the wrong direction.

In this sentence, there is no clarity as to who steered the car.

Correct usage—Blinded by the storm, driver steered the car in the wrong direction.

Example 4

Read the following sentences and identify which one is correct:

- I only eat pizzas and burgers.
- Only I eat pizzas and burgers.
- I eat only pizzas and burgers.
- I eat pizzas and burgers only.

Solution

Grammatically, all the four sentences are correct.

- 1st sentence conveys that all I do 24 hours is to eat pizzas and burgers.
- 2nd sentence conveys that only I (and nobody else on the earth) eat pizzas and burgers.
- 3rd sentence conveys that I eat nothing except pizzas and burgers.
- 4th sentence means that I eat only pizzas and burgers.

So, it is important to choose the sentence that imparts logical and sensible meaning. Care should be taken to choose the most appropriate option as the answer.

Types of modifier errors:

There are two types of modifier errors:

Misplaced Modifier Error

- There may be an adjective, an adverb or a phrase which is inappropriately placed in a sentence causing a mismatch between the intended and perceived meaning of the sentence. There can be various ways to correct the sentence.

Dangling Modifier Error

- As name suggests, this type of modifier “hangs” without a subject. The word or phrase that modifies a word is not clearly stated in the sentence. To make such sentences sensible we need to insert a subject.

Misplaced Modifiers

Incorrect usage	Correct usage	Explanation
I could almost run all the way up the hill.	I could run almost all the way up the hill.	The first sentence does not mean what it is intended to mean. The modifier “almost” is misplaced.
I only want one.	I want only one.	Same as given above.

Dangling Modifiers

Incorrect usage	Correct usage	Explanation
While walking in the garden, Ravi arrived.	While <i>I was</i> walking in the garden, Ravi arrived.	The modifying phrase “while walking in the garden”, does not refer to a particular noun or pronoun (i.e., it dangles).

How to approach modifier question

- Objective is to make the meaning clear.
- First step to identify the modifier whether its a phrase, adjective or adverb.
- Analyse the meaning intended to be conveyed.
- Modify the sentence by placing the modifier next to what it is modifying.
- Check if the ambiguity has been done away with (making meaning clear).

Parallelism

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

Consider the sentences below:

- I like to play guitar and singing. (Incorrect)
I like playing guitar and singing. (Correct)
- Mansi likes to watch television, ice-creams and carrom. (Incorrect)
Mansi likes to watch television, eat ice creams and play carrom. (Correct)
- The idea is fantastic but a danger. (Incorrect)
The idea is fantastic but dangerous. (Correct)

The concept of parallel structures is very important in the english usage section and sometimes two to three options can be eliminated because they do not follow a parallel structure in a sentence. If you see a window in a room of which one pane is painted and the other is not. This will look non-symmetrical and to make it look symmetrical you would want to paint the other pane also. This is exactly what parallelism in language does, it makes the structure symmetrical!

PRACTICE EXERCISE

Direction for questions 1 to 16: In each of the following sentences, a part of the sentence is underlined. Beneath each sentence, four/five different ways of phrasing the underlined part are indicated. Choose the best alternative from among the four/five.

Q 1. Amar, Binod, Chand and me were all cited for contempt of Court.

- (a) Amar, Binod, Chand and me were all cited
- (b) Amar, Binod, Chand and I were all cited
- (c) Amar, Binod, Chand and I were the ones cited
- (d) Amar, Binod, Chand and I were cited

Q 2. It is often better to try repairing an old vehicle than to junk it.

- (a) to try repairing an old vehicle than to junk it
- (b) to repair an old vehicle than to have it junked
- (c) to try repairing an old vehicle than to junking it
- (d) to try to repair an old vehicle than to junk it

Q 3. Vijayendra eats faster than me.

- (a) Vijayendra eats faster than me
- (b) Vijayendra eats the fastest of us two
- (c) Vijayendra eats the fastest of us both
- (d) Vijayendra eats faster than I

Q 4. I think everybody in this office works faster than me.

- (a) everybody in this office works faster than me
- (b) everybody in this office works faster than I
- (c) everybody in this office works more quickly than me
- (d) everybody in this office works more quickly than I do

Q 5. Neither of the two boys' explanations were satisfactory.

- (a) neither of the two boys' explanations were
- (b) neither of the two boys' explanation were
- (c) neither of the two boys' explanations was
- (d) neither of the two boy's explanations were

Q 6. I have to admit that she is smart of all the students.

- (a) she is smart of all the students
- (b) she is smartest of all the students
- (c) she is most smartest of all the students
- (d) she is the smartest of all the students

Q 7. I want Prakash and she to be the house captains for the rest of the year.

- (a) she to be the house captains
- (b) her to be the house captains
- (c) she to lead the project
- (d) her as the house captains

Q 8. You may appoint whoever you think is the best of us.

- (a) whoever you think
- (b) anybody you think
- (c) someone you think
- (d) whomever you think

Q 9. Neither the winner nor the sponsors is prepared to face the press reporters.

- (a) neither the winner nor the sponsors is
- (b) neither the winner nor the sponsors are
- (c) neither the winner nor the sponsors was
- (d) either the winner nor the sponsors is

Q 10. It was us who had left before he arrived.

- (a) we who had left before time he had arrived
- (b) us who had went before he arrived
- (c) us who had went before had arrived
- (d) we who had left before he arrived

Q 11. The MP rose up to say that, in her opinion, she thought the Women's Reservation Bill should be passed on unanimously.

- (a) rose to say that she thought the Women's Reservation Bill should be passed
- (b) rose up to say that, the Women's Reservation Bill should be passed on
- (c) rose to say that, in her opinion, she thought that the Women's Reservation Bill should be passed
- (d) rose to say that, in her opinion, the Women's Reservation Bill should be passed on

Q 12. Mr Pillai, the president of the union and who is also a member of the community group, will be in charge of the negotiations.

- (a) since he is a member of the community group
- (b) also being a member of the community group
- (c) a member of the community group
- (d) in addition, who is a member of the community group

Q 13. Since the advent of cable television, at the beginning of this decade, the entertainment industry took a giant stride forward in our country.

- (a) this decade saw the entertainment industry taking
- (b) this decade, the entertainment industry has taken
- (c) this decade, the entertainment industry had taken
- (d) this decade, the entertainment industry took

Q 14. Bacon believes that the medical profession should be permitted to ease and quicken death where the end would otherwise only delay for a few days and at the cost of great pain.

- (a) be delayed for a few days
- (b) be delayed for a few days and
- (c) be otherwise only delayed for a few days and
- (d) otherwise only delay for a few days and

Q 15. If you are on a three-month software design project and, in two weeks, you've put together a programme

that solves part of the problem, show it to your Boss without delay.

- (a) and, you've put together a programme that solves part of the problem in two weeks
- (b) and, in two weeks, you've put together a programme that solves part of the problem
- (c) and, you've put together a programme that has solved part of the problem in two weeks
- (d) and, in two weeks you put together a programme that solved only part of the problem

Q 16. Many of these environmentalists proclaim to save nothing less than the planet itself.

- (a) to save nothing lesser than
- (b) that they are saving nothing lesser than
- (c) to save nothing less than
- (d) that they save nothing less than

ANSWERS

Q. No.	Answer						
1	(b)	2	(d)	3	(d)	4	(b)
5	(c)	6	(d)	7	(b)	8	(a)
9	(b)	10	(d)	11	(a)	12	(c)
13	(b)	14	(c)	15	(b)	16	(d)

Fill in the Blanks



LEARNING OBJECTIVES

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

1. Types of questions asked
 2. Skills tested, i.e., reasoning and vocabulary
 3. How to eliminate the options in reference to the context

Fill in the blanks (FIB) questions have been a regular feature on the CAT and other examinations. Purpose of asking these questions is to check how much a student is comfortable with Vocabulary, and can s/he possess the reasoning ability required to check the compatibility between/among the words to be filled in the blanks.

There are different types of FIB questions asked on the CAT. We will see it one by one:

Type 1: Single Blank Questions

Mostly, these questions are asked to test the vocabulary or preposition usage of a student. Usage of Vocabulary can be tested in two ways: (a) Meaning of word, (b) Appropriate usage of the word in the given context.

Example 1

He deals in vegetables these days.

Solution

This question requires the student to fill in the blanks the appropriate preposition. “Deals in” is the right usage. Hence, option (d) is the answer.

Example 2

Police _____ the thief red-handed.
(a) Apprehended (b) Reprehended
(c) Comprehended (d) Secluded

Solution

Students can solve this question either by selection of the right option or by eliminating the unlikely options. In any case, student is required to know the meaning of the words given.

Apprehension means “An act of seizure” (among other meanings of apprehension)

Reprehension means “find fault with” or “blame”

Reprehension means “find fault with” or “blame”.
Comprehension means “understand the meaning of”
Seclusion means “isolation”.

1.24 □ Verbal Ability

Option (a) is most appropriate in this case. Hence, option (a) is the answer.

Example 3

Not wanting to present an unwarranted optimistic picture in the board meeting, the CEO estimated the sales growth _____. **(CAT 2012)**

- (a) Strictly
- (b) Liberally
- (c) Fancifully
- (d) Pessimistically
- (e) Conservatively

Solution

This question is testing you upon the appropriateness of the word in the given context. You may also observe that the options given are quite “day-to-day” usage words.

Let us understand the tone of the statement – CEO does not want to present an unwarranted optimistic picture. So the estimates of sales growth should be explained by a word having “not – so – positive” connotation.

Options (b) and (c) can be ruled out on this ground. Option (a) can be ruled out because it is inappropriate. Estimates are conservative or optimistic or pessimistic. Conservative estimation is cautious estimation – not going overboard – this is what CEO wanted to do. Hence, option (e) is the answer.

Type 2: Double Blank Questions

Consider the following question:

There are two blanks in the following statement, and options are given in the next line. Choose the options that fills in the blanks appropriately.

When I went to meet him on ____ (a)_____, he was playing ____ (b)_____.

- (a) Sunday, Monday, Tuesday, Wednesday
- (b) Chess, Tennis, Football, Cricket.

What would be your answer?

This question can have any of the possible combinations as the answer as the two blanks are not logically related.

CAT and other B-school examinations will ask you questions to test either your vocabulary or reasoning ability to connect the theme.

HOW TO APPROACH THE QUESTIONS

Every sentence contains hints that will help you select the correct answer. Each of the following strategies will help you decipher those hints, but remember that any

given question might require you to use more than one approach:

1. Predict the best fit for the sentence
2. Identify the indicators
3. Use connotation
4. Select an answer

1. Predict the Best Fit for the Sentence

Before you look at the answer choices, think of a word that “Fits” the sentence. CAT sentence completion questions usually test the standard meaning of a word. Pay attention to the logic and context of the sentence. Try to predict a word to insert in the blank or blanks as you read the sentence, and then look for your word or a *synonym* of your word among the answer choices. A synonym is a word with the same or a similar meaning. You should also look for *antonyms*, which are words that have the opposite meaning of your predicted word. If you locate any words among the answer choices that have a meaning opposite to the word that you would like to insert in the blank, eliminate those answer choices.

Example 4

Crestfallen by having done poorly on the CAT, Gaurav Karanwal began to question his abilities.

His self-confidence was _____.

- (a) appeased
- (b) destroyed
- (c) placated
- (d) elevated
- (e) sustained

Solution

If somebody is crestfallen (despairing) and has begun to question herself, then his self-confidence would be destroyed. Hence, option (b) is the answer.

2. Identify the Indicators

Indicators tell you what is coming up. They indicate that the question setter is now moving to draw a contrast with something stated previously, or support something stated previously.

A. Contrast Indicators

Why do we contrast two things? We contrast two things to point out how they differ. In this type of questions, we look for a word that has the opposite meaning of key

word or phrase in the sentence. Following are some of the most common contrast indicators:

But	Yet
Despite	Although
However	Nevertheless

Example

Although the warring parties had settled a number of disputes, past experience made them _____ to express optimism that the talks would be a success.

- (a) rash
- (b) ambivalent
- (c) scornful
- (d) overjoyed
- (e) reticent

“Although” sets up a contrast between what has occurred—success on some issues—and what can be expected to occur—success for the whole talks. Hence, the parties are reluctant to express optimism. The common word “reluctant” is not offered as an answer-choice, but a synonym—reticent—is. Hence, option (e) is the answer.

B. Support Indicators

Supporting words support or further explain what has already been said. These words often introduce synonyms for words elsewhere in the sentence. Following are some common supporting words:

And	Also
Furthermore	Likewise
In Addition	For

Example 5

Neha is an opprobrious and _____ speaker, equally caustic toward friend or foe—a true curmudgeon.

- (a) lofty
- (b) vituperative
- (c) unstinting
- (d) retiring
- (e) laudatory

Solution

“And” in the sentence indicates that the missing adjective is similar in meaning to “opprobrious,” which is very negative. Now, vituperative—the only negative word—means “abusive.” Hence, option (b) is the answer.

C. Cause and Effect Indicators

These words indicate that one thing causes another to occur. Some of the most common cause and effect indicators are:

Because	For
Thus	Hence
Therefore	If, Then

Example 6

Because the House has the votes to override a presidential veto, the President has no choice but to _____.

- (a) object
- (b) abdicate
- (c) abstain
- (d) capitulate
- (e) compromise

Solution

Since the House has the votes to pass the bill or motion, the President would be wise to compromise and make the best of the situation. Hence, option (e) is the answer.

Example 7

Man has no choice but to seek truth, he is made uncomfortable and frustrated without truth—thus, the quest for truth is part of what makes us _____.

- (a) noble
- (b) different
- (c) human
- (d) intelligent
- (e) aggressive

Solution

If man has no choice but to seek truth, then this is an essential characteristic of man. In other words, it is part of what makes us human. Hence, option (c) is the answer.

Example 8

Though he claimed the business was _____, his irritability _____ that claim.

- (a) sound, belied
- (b) expanding, supported
- (c) downsizing, vindicated
- (d) static, contradicted
- (e) booming, affirmed

1.26 □ Verbal Ability

Solution

If the business was not sound, his irritability would belie (contradict) his claim that the business was sound. Hence, option (a) is the answer.

3. Use Connotation

Each word expresses two things: a *definition* and a *connotation*. A *connotation* is a positive, negative, or neutral feeling that is implied by or associated with a word. Although context is the part of a sentence that surrounds a particular word or passage and determines its meaning, *connotation* refers to the emotion that is suggested by the word itself. For example, the adjective “thrifty” implies a positive connotation, whereas the adjective “cheap” implies a negative connotation. Both words have similar definitions, but very different connotations.

Using connotations can help you determine the correct answer or at least eliminate a few wrong answers.

Example 9

Because of his _____, Rahul’s guests felt very welcome and comfortable staying at his house for the weekend.

- (a) animosity
- (b) hospitality

- (c) determination
- (d) wittiness
- (e) severity

Solution

The sentence has a positive connotation-Rahul’s guests feel welcome and comfortable. In addition, the transition “because” indicates that something that belongs to Rahul has caused his guests to feel welcome and comfortable. “Animosity” and “severity” have a negative connotation and “determination” has a neutral connotation. “Hospitality” and “wittiness” both have positive connotations, but “hospitality” best fits the context of the sentence. Hence, option (b) is the answer.

4. Select an Answer

Analyze the tone of the statements-look at the answer choices – and then try to predict an answer. Though you must consider all of the choices before you confirm your answer, even if your predicted answer is among the choices. The difference between the best answer and the second best answer is sometimes very subtle. When you think that you have the correct answer, read the entire sentence to yourself, using your choice(s).

PRACTICE EXERCISE 1

Direction: *Pick out the most effective pair of words from the given pair of words to make the sentence/sentences meaningfully complete.*

Q 1. The teacher must _____ the unique style of a learner in order to _____ it to the desired knowledge.

- (a) advocate, direct
- (b) perpetuate, develop
- (c) appreciate, focus
- (d) absorb, maintain

Q 2. Not all countries benefit _____ from liberalization. The benefits tend to _____ first to the advantaged and to those with the right education to be able to benefit from the opportunities presented.

- (a) equally, generate
- (b) richly, downgrade
- (c) suitably, ascribe
- (d) uniformly, percolate

Q 3. He has _____ sense of words. Therefore, the sentence he constructs are always _____ with rich meaning.

- (a) profound, pregnant
- (b) distinguished, loaded
- (c) terrific, tempted
- (d) meaningful, full

Q 4. He was an _____ Musician, had been awarded the George Medal during the second world war and _____ with the title of Rai Bhadur.

- (a) outstanding, popularize
- (b) underestimated, declared
- (c) accomplished, honoured
- (d) impressive, assigned

Q 5. Whether it be shallow or not, commitment is the _____ the bedrock of any _____ loving relationship.

- (a) expression, perfunctory
- (b) foundation, genuinely
- (c) manifestation, deep
- (d) key, alarmingly

Q 6. Many people take spirituality very seriously and _____ about those who do not worrying about them and _____ them to believe.

- (a) think, criticizing
- (b) pride, appraising
- (c) rationalize, enabling
- (d) wonder, prodding

Q 7. Unless new reserves are found soon, the world's supply of coal is being _____ in such a way that with demand continuing to grow at present rates reserves will be _____ by the year 2050.

- (a) consumed, completed
- (b) depleted, exhausted
- (c) reduced, argument
- (d) brunt, destroyed

Q 8. If you are a _____ you tend to respond to stressful situations, in a calm secure, steady and _____ way.

- (a) resilient, rational
- (b) obdurate, manageable
- (c) propitious, stable
- (d) delectable, flexible

Q 9. Management can be defined as the process of _____ organizational goals and non-human resources to _____ improve value added to the world.

- (a) getting, deliberately
- (b) managing, purposefully
- (c) targeting, critically
- (d) reaching, continuously

Q 10. If you are an introvert, you _____ to prefer working alone and, if possible, will _____ towards projects where you can work by yourself or with as few people as possible.

- (a) like, depart
- (b) advocate, move
- (c) tend, gravitate
- (d) express, attract

Q 11. The _____ playing of loud music has led the angry residents of this vicinity to file a police complaint and move court against the organiser's lack of _____ for the people's need for a peaceful neighbourhood.

- (a) peaceful, thought
- (b) abrupt, hope
- (c) incessant, consideration
- (d) fashionable, friendliness

Q 12. The _____ of the chronic balance of payments deficit which has _____ the Finance Ministry under three Prime Ministers is very real.

- (a) temptation, reviled
- (b) understanding, menaced
- (c) impact, underestimated
- (d) dilemma, plagued

1.28 □ Verbal Ability

Q 13. Britain for the present, is deeply _____ in economic troubles, and the economic future, heavily _____ looks uncertain.

- (a) engrossed, responsive
- (b) ingrained, skeptical
- (c) saturate, enveloped
- (d) mired, mortgaged

Q 14. Our Constitution was based on the belief that the free _____ of ideas people and cultures is essential to the _____ of a democratic society.

- (a) selection, concurrence
- (b) interchange, preservation
- (c) reversal, upholding
- (d) dissemination, congruence

Q 15. As this country has become more _____ industrial and internationalized, it has like all Western democracies in the _____ of the executive.

- (a) urbanized, role
- (b) objective, wealth
- (c) synthesized, efficiency
- (d) civilized, convenience

Q 16. More is _____ of conditions of the tribals in Maharashtra than _____ conditions of those in the other parts of the country.

- (a) certain, the
- (b) known, of

- (c) aware, of
- (d) favourable, those

Q 17. Although _____ is not a very desirable feeling we need a certain amount of it to _____ well.

- (a) anxiety, exist
- (b) grief, enjoy
- (c) impatience, preach
- (d) anger, define

Q 18. Although he is a _____ person, he occasionally loses his _____.

- (a) quiet, power
- (b) cheerful, grief
- (c) balanced, temper
- (d) thoughtful, anxiety

Q 19. In a _____ tone, the leader made a powerful _____ to the mob.

- (a) realistic, zeal
- (b) lower, conviction
- (c) loud, argument
- (d) soft, appeal

Q 20. The tunnel was so _____ and congested, that we became _____.

- (a) long, enthusiastic
- (b) deep, cautious
- (c) dark, frightened
- (d) crowded, isolated

PRACTICE EXERCISE 2

Direction: Pick out the most effective pair of words from the given pair of words to make the sentence/sentences meaningfully complete.

Q 1. _____ the activities of moneylenders could have an adverse impact on those who _____ access to bank credit.

- (a) Encouraging, enjoying
- (b) Permitting, denied
- (c) Confining, entitled
- (d) Curbing, lack

Q 2. The government has decided not to make any _____ changes in the country's tax _____.

- (a) sweeping, regime
- (b) transparent, hike
- (c) drastically, net
- (d) constitutional, revenue

Q 3. The RBI has _____ a statement that the implementation of KYC forms should not lead to the denial of banking _____ to customers.

- (a) released, asset
- (b) issued, services
- (c) drafted, clearing
- (d) made, tariff

Q 4. The new scheme _____ all persons with disabilities defined _____ the Disabilities Act.

- (a) discriminates, according
- (b) recognizes, beneath
- (c) profits, within
- (d) covers, under

Q 5. A good management will decide not only the _____ for equipment but also its _____ for deciding priorities.

- (a) need, urgency
- (b) usefulness, utility
- (c) cost, value
- (d) requirement, necessities

Q 6. _____ appears to be a small error in the beginning may turn out to be a _____ in the long run.

- (a) It, disaster
- (b) What, blunder
- (c) That, debacle
- (d) It, slip

Q 7. Being very _____ in nature, he always uses his _____ skills.

- (a) adamant, soft
- (b) polite, basic
- (c) humble, experimental
- (d) mild, aggressive

Q 8. Demand and supply do not _____ the same relationship as the one that _____ between height and weight.

- (a) possess, has
- (b) incur, is
- (c) defend, volunteers
- (d) bear, borne

Q 9. If the system _____ to yield the desired result, try to _____ the whole procedure in the given sequence.

- (a) entitles, dump
- (b) ignores, reproduce
- (c) fails, reoperate
- (d) imitates, generate

Q 10. He is so _____ in his approach that not a single point ever _____ his attention.

- (a) meticulous, escapes
- (b) casual, erodes
- (c) fanatic, brings
- (d) deliberate, attracts

Q 11. Generally, _____ students _____ those who are mediocre.

- (a) humble, surmount
- (b) meritorious, surpass
- (c) bright, overestimate
- (d) studious, respect

Q 12. _____ and _____ should not be tolerated in our country which boasts of 'Ahimsa' as its way of life.

- (a) Politicking, elections
- (b) Dishonour, efficiency
- (c) Lethargy, procrastination
- (d) Hatred, violence

Q 13. He _____ a wrong act because it was _____ for him to do so due to circumstantial forces.

- (a) compelled, necessary
- (b) refused, dangerous
- (c) did, avoidable
- (d) committed, inevitable

Q 14. Many teachers _____ the lack _____ for leaving the job.

- (a) cited, reason
- (b) explained, force
- (c) claimed, understanding
- (d) argued, culprit

Q 15. Skeptics would not _____ that the earth actually moves, let alone that it _____ around the sun.

- (a) permit, orbits
- (b) accept, revolves
- (c) experience, circles
- (d) assume, went

Q 16. Unpredictable _____ of the child could not lead the consultants to any _____.

- (a) performance, setting
- (b) belief, judgment
- (c) operation, purpose
- (d) behaviour, conclusion

Q 17. A public servant who is guilty will not _____ punishment and no _____ person will be punished.

- (a) be, sincere
- (b) flee, guilty
- (c) defend, common
- (d) escape, innocent

Q 18. Few professions can _____ the sheer variety and constant _____ of being a doctor.

- (a) like, struggle
- (b) share, enthusiast
- (c) match, challenge
- (d) draw, workload

Q 19. The organization _____ to popularize Indian classical music among the youth which has lost _____ with its cultural roots.

- (a) endeavours, touch
- (b) wishes, interest
- (c) efforts, experience
- (d) exerts, intrigue

Q 20. One of the major critiques of the examination system is that it _____ to a spirit of _____ competition among the students.

- (a) results, defective
- (b) accompanies, adequate
- (c) develops, intense
- (d) leads, unhealthy

PRACTICE EXERCISE 3

Direction: Pick out the most effective pair of words from the given pair of words to make the sentence/sentences meaningfully complete.

Q 1. Auroras are natural light displays in the sky, usually _____ at night, _____ in the Polar regions.

- (a) watch, upward
- (b) noticed, peculiar
- (c) observed, only
- (d) found, most

Q 2. After the board examinations, students are _____ up for the various entrance examinations _____ for next month.

- (a) ready, timed
- (b) gearing, scheduled
- (c) prepared, programmed
- (d) set, duration

Q 3. The governmental _____ spurred dramatic improvements in the way waste management is _____ out in many hospitals.

- (a) rule, thrown
- (b) plans, conduct
- (c) crusade, done
- (d) efforts, carried

Q 4. The petitioner had _____ an immediate stay from the Court on allotment of the flats till _____ of investigation into the alleged irregularities.

- (a) asked, process
- (b) sought, completion
- (c) propagated, finish
- (d) demanded, course

Q 5. Opportunities _____ when they are seized and _____ when they are not.

- (a) gather, evade
- (b) needed, reflect
- (c) create, disperse
- (d) multiply, die

Q 6. At the sound of the bell we are _____ to pause, relax our body and become gently _____ of our in-breath and out-breath.

- (a) asked, thoughtless
- (b) requested, wishful
- (c) invited, aware
- (d) forced, meaningful

Q 7. _____ to listen to the sounds of nature, we find that we can afterwards carry on with whatever we were doing in a more _____ and loving way.

- (a) Feeling, helpful
- (b) Waiting, rough
- (c) Dreaming, dramatic
- (d) Pausing, attentive

Q 8. My inward petition was instantly _____. First, a delightful cold wave descended over my back and under my feet, _____ all discomfort.

- (a) acknowledged, banishing
- (b) repudiated, infuriating
- (c) acceded, exacerbating
- (d) decimated, assuaging

Q 9. Aruna _____ her team with a lot of skill and the _____ increase in the sales by the team is a measure of her success.

- (a) dominates, poor
- (b) condemns, sudden
- (c) manages, significant
- (d) directs, worthless

Q 10. On being asked for the passport, he _____ to his dismay that he had _____ to bring it along with him to the airport.

- (a) shocked, failed
- (b) realized, forgotten
- (c) pleaded, neglected
- (d) understood, stood

Q 11. Helen quickly _____ the career ladder and is now the _____ managing director, the company has ever appointed.

- (a) jumped, shortest
- (b) entered, oldest
- (c) started, juniormost
- (d) climbed, youngest

Q 12. A famous economist says that the government should do more to _____ jobs in the area in order to curb the _____ rate of unemployment.

- (a) create, rising
- (b) need, increasing
- (c) employ, high
- (d) invent, growing

Q 13. After _____ payrolls and tightening perks to cope with the economic slowdown last year, software companies are finding that and

management graduates are transferring their _____ to vocations such as manufacturing and banking.

- (a) trimming, loyalties
- (b) reducing, accounts
- (c) hiking, services
- (d) increased, affections

Q 14. It is very important to _____ that when the swine flu virus enters a human body. It takes a minimum of one day to a maximum of eight days for the disease to develop _____.

- (a) gauge, extensively
- (b) ascertain, further
- (c) understand, fully
- (d) verify, remarkably

Q 15. Scientists, working to save the earth, have _____ dry water that soaks carbon three times better than water, and hence, helps _____ global warming.

- (a) aided, cut
- (b) created, combat
- (c) built, stop
- (d) produced, increase

Q 16. The first round of the contest had the students _____ themselves and _____ about their hobbies.

- (a) introducing, talking
- (b) sensitizing, sketching
- (c) showcasing, planning
- (d) acclimatizing, mentioning

Q 17. The varsity's poll process for _____ of new candidates has _____ poor response with only ten thousand applications being received till date.

- (a) entrusting, seen
- (b) registration, evoked
- (c) entrance, made
- (d) admission, made

Q 18. The organization takes its cue from the person on the top. I always told our business leaders their personal _____ determined their organization's _____.

- (a) serendipity, faux pas
- (b) predilection, despair
- (c) intensity, success
- (d) oddity, conformity

Q 19. The Himalayas ran from east to west and cut off the cold winds from the north. This allowed agriculture to proper and _____ wealth, but it also _____ barbarian invaders from the north.

- (a) attracted, dissipated
- (b) created, attracted
- (c) created, restricted
- (d) attracted, evicted

Q 20. Our _____ diversity may also be of some value. Because we have always learned to live with pluralism, it is possible that we may be better prepared to _____ the diversity of global economy.

- (a) stupefying, negotiate
- (b) plural, alleviate
- (c) variegated, annihilate
- (d) dreary, exasperate

PRACTICE EXERCISE 4

Direction for questions 1 to 10: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are four lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

Q 1. While the delegate clearly sought to _____ the optimism that has emerged recently, she stopped short of suggesting that the conference was near collapse and might produce nothing of significance.

- (a) substantiate
- (b) dampen
- (c) encourage
- (d) rekindle

Q 2. The old man could not have been accused of _____ his affection; his conduct toward the child betrayed his _____ her.

- (a) lavishing, fondness for
- (b) sparing, tolerance of
- (c) rationing, antipathy for
- (d) stinting, adoration of

Q 3. A leading chemist believes that many scientists have difficulty with stereochemistry because much of the relevant nomenclature is _____, in that it combines concepts that should be kept _____.

- (a) obscure, interrelated
- (b) specialized, intact
- (c) subtle, inviolate
- (d) imprecise, discrete

1.32 □ Verbal Ability

Q 4. Among the many _____ of the project, expense cannot be numbered; the goals of the project's promoters can be achieved with impressive _____.

- (a) highlights, efficiency
- (b) features, savings
- (c) disadvantages, innovation
- (d) defects, economy

Q 5. Social scientists have established fairly clear-cut _____ that describe the appropriate behaviour of children and adults, but there seems to be _____ about what constitutes appropriate behaviour for adolescents.

- (a) functions, rigidity
- (b) estimates, indirectness
- (c) norms, confusion
- (d) regulations, certainty

Q 6. As long as nations cannot themselves accumulate enough physical power to dominate all others, they must depend on _____.

- (a) allies
- (b) resources
- (c) freedom
- (d) education

Q 7. Although Mount Saint Helens has been more _____ during the last 4,500 years than any other volcano in the coterminous United States,

its long dormancy before its recent eruption _____ its violent nature.

- (a) awe-inspiring, restrained
- (b) gaseous, confirmed
- (c) explosive, belied
- (d) familiar, moderated

Q 8. Changes of fashion and public taste are often _____ and resistant to analysis, and yet they are among the most _____ gauges of the state of the public's collective consciousness.

- (a) transparent, useful
- (b) ephemeral, sensitive
- (c) faddish, underutilized
- (d) arbitrary, problematic

Q 9. Heavily perfumed white flowers, such as gardenias, were favourites with collectors in the eighteenth century, when _____ was valued much more highly than it is today.

- (a) scent
- (b) beauty
- (c) elegance
- (d) colour

Q 10. Dependence on foreign sources of heavy metals, though _____, remains _____ for United States foreign policy.

- (a) deepening, a challenge
- (b) diminishing, a problem
- (c) excessive, a dilemma
- (d) debilitating, an embarrassment

ANSWERS

PRACTICE EXERCISE 1

Q. No.	Answer						
1	(c)	2	(a)	3	(a)	4	(c)
5	(b)	6	(d)	7	(b)	8	(a)
9	(d)	10	(c)	11	(c)	12	(d)
13	(b)	14	(b)	15	(a)	16	(b)
17	(b)	18	(c)	19	(d)	20	(c)

PRACTICE EXERCISE 2

Q. No.	Answer						
1	(d)	2	(a)	3	(b)	4	(d)
5	(a)	6	(b)	7	(d)	8	(d)
9	(c)	10	(a)	11	(d)	12	(d)
13	(d)	14	(a)	15	(b)	16	(d)
17	(d)	18	(c)	19	(a)	20	(d)

PRACTICE EXERCISE 3

Q. No.	Answer						
1	(c)	2	(b)	3	(d)	4	(b)
5	(d)	6	(c)	7	(d)	8	(d)
9	(c)	10	(b)	11	(d)	12	(a)
13	(a)	14	(c)	15	(b)	16	(a)
17	(b)	18	(c)	19	(b)	20	(a)

PRACTICE EXERCISE 4

Q. No.	Answer						
1	(b)	2	(d)	3	(d)	4	(d)
5	(c)	6	(a)	7	(c)	8	(b)
9	(a)	10	(b)				

HINTS AND EXPLANATIONS

Practice Exercise 4

1. (b) The sentence is talking about the conference of delegates which was near collapse and produce nothing significance, option (b) substantiate means to prove which the author does not indicate, option (c) encourage also not fit in the sentence similarly rekindle means revive which is not suited. Option (b) dampen means reduce which fits in the sentence.
2. (d) Stinting means restrict amount of someone. Besides, statement given in the question is divided into two parts by semi colon so they are now two different parts. In option (a) lavishing means give someone in generous amount which the sentence does not indicate, also options (b) and (c) both are not going with the sentence. Hence the answer is option (d).
3. (d) Sentence is talking about a chemist who believes that many scientists found difficulty with stereochemistry. In option (a), obscure means not clear which the author does not indicate as the author is talking about difficulty. Option (b) does not match with the sentence at all and in option (c) subtle means ultrafine which does not go with what the sentence is talking about. Option (d) imprecise means indefinite and is the answer because in other part of the sentence discrete means distinct which clearly defines the sentence. Hence the answer is option (d).
4. (d) The sentence is divided into two parts by semicolon so have two different meanings, option (a) highlight for 1st blank don't fit (positive trait) for expense, options (b) and (c) does not fit in the sentence and option (d) defects is fit for 1st blank and economy for 2nd blank fits as it contradicts the expense where economy means cheaply. Hence the answer is option (d).
5. (c) Sentence is talking about the social scientists that have established and describe the appropriate behaviour of the children and adults. In option (a), rigidity means quality found in people and objects which the author is not talking about, 'but' in the sentence indicates that the sentence is in negative tone, option (b) also does not match with sentence, similarly option (d). Hence the answer is option (c).

6. (a) In option (a), allies means a state formally cooperating with another for a military or other purpose which the author is indicating about the nations that they cannot accumulate (gather) themselves. Other options (b), (c), (d) do not fit into the context. Hence the answer is option (a).
7. (c) Sentence is comparing Mount Saint Helens of last 4,500 years with respect to any other volcano in US. Option (c) is the answer as volcano is explosive which the author indicated in the sentence and belied means contradicting the 'violent nature' fits in the sentence. In case of option (a), both awe inspiring (meaning amazing) and restrained do not fit together. Similarly option (b) gaseous (related to gas) also does not fit in the sentence. Option (d) familiar also cannot be the answer. Hence the answer is option (c).
8. (b) Sentence is talking about the changes in fashion and public taste, option (b) ephemeral means lasting for a very short time which the author is indicating and 'yet' in the sentence brings the negative tone, so sensitive is best fit. Option (a) transparent is relating to fashion, similarly option (c) faddish means fashionable which is not mentioned in the sentence and option (d) is also not fit in the sentence. Hence the answer is option (b).
9. (a) Sentence talks about the perfumed white flowers. Option (a) scent means smell which the author indicates. Options (b), (c), (d) do not match with the smell. Hence the answer is option (a).
10. (b) Sentence is talking about the dependence on foreign sources of heavy metals. Presence of word though in the sentence indicates the negative tone. Option (a) deepening is not fit for negative word. In case of option (b), diminishing (means declining) fits in the sentence that despite the dependence on foreign resources is declining, still it is a problem for United States foreign policy. Option (c) excessive does not fit into the context. In option (d), debilitating (means to weaken something) may fit at the 1st blank space, but "an embarrassment", does not fit into the 2nd blank space. Hence the answer is option (b).

Confusing Words

4

LEARNING OBJECTIVES

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

1. Understanding the nuances of confusable words
2. Approaching questions based on them accurately

Mark Twain said, “The difference between the right word and the almost right word is the difference between lightning and the lightning bug”.

Confusing words questions have been designed to check primarily for mental alertness – differentiating between two similar words.

To excel in this chapter, having a good vocabulary only may not be sufficient. A good vocabulary can be useful when used to trigger a word already in your vocabulary bank. But simply plucking out a near-synonym can result in some disastrous situation because the word may not fit the context of the question. And there comes the need of understanding the usage of words and having mental alertness to identify the minor differences between/among them.

Specially, in today’s time, when students have got access to computer/MS Word/T9 in mobiles, which prompt predictive typing or suggested right word for every wrong word, at a very early stage mental alertness is of much more importance.

We start this chapter by providing a list of Commonly Mistaken Word followed by exercises. Though, needless to say, any such list cannot be exhaustive and students are advised to keep looking for such words in their day-to-day reading too.

LIST OF COMMONLY MISTAKEN WORD

- | | |
|-------------|---|
| 1. Emigrant | A person who leaves one country to move to another. |
| | The Bangladeshi emigrants got on to the boat at Chittagong. |
| Immigrant | A person who enters one country from another. |
| | The immigrants to India got off the boat in Howrah. |
| 2. Eminent | Well-known |
| | Newton is an eminent scientist. |
| Imminent | About to happen |
| | Dam999, A documentary movie, predicted that a flood was imminent. |
| 3. Feign | To give a false appearance of |
| | To feign ignorance |
| Faint | To lose consciousness briefly |
| | Some people often faint at the sight of a mouse. |

1.36 □ Verbal Ability

4. Farther	At a greater distance I can see him going farther.	Proscribe	To ban something Doctor proscribed curd for the patient.
Further	More I have nothing further to tell you.	12. Principal	(1) Major, capital as opposed to interest. Carelessness is a principal cause of highway accidents.
5. Flaunt	To make a gaudy display Paris likes to flaunt her wealth.		The principal was Rs 10,000 and the interest was 5% a year.
Flout	To defy Flouting traffic rules may put you in problem.		(2) Head of a school or college. The principal of the school attended our concert.
6. Ideal	Perfect There is no ideal solution to the poverty problem in India.	Principle	A general rule or truth A principled life is required to lead a happy life.
Idol	Object of worship Idol worship has made him blind to his coach's faults.	13. Quiet	Calm, Still, silent Keep quiet, you might alert the birds.
7. Ingenious	Clever, imaginative Ingenious minds dream ambitious plans.	Quit	To stop doing something People who quit smoking has the higher chances of survival in case of heart attack.
Ingenuous	Frank and open Deenanath Chauhan has an ingenuous way of believing everything he hears.	Quite	Entirely, Really, Noticeably Preeti felt quite ill during dinner.
8. Moral	Having high moral values as prescribed in religious books. Immorality has permeated in the lives of politicians to a great extent.	14. Rain	Liquid Precipitation There will be rain today – as per MET forecast.
Morale	State of mind in terms of confidence and courage. The morale of our troops is high.	Rein	A device used to guide a horse. Adjust the saddle and reins.
9. Ordinance	Rule of order A new ordinance has been issued regarding the economic policy.	Reign	The rule of a sovereign It happened in the reign of Lord Mountbatten.
Ordnance	Arms, arsenal The ordnance factory at army HQ is quite old.	15. Raise	To lift something Police ordered the thief to raise both the hands and surrender.
10. Precede	To go in advance of A precedes B in the alphabet.	Raze	To demolish The wreckers began to raze the illegal complex.
Proceed	To go on or go forward If there are no doubts, I will proceed with the next concept.	16. Septic	A bacterial infection The wound developed into a septic because of negligence.
11. Prescribe	To recommend or set down a rule to be followed. The doctor prescribed complete rest for the patient.	Skeptic	A person who always doubts Fake placement records of B-schools make students skeptical.
		17. Simulate	To imitate or pretend Nowadays, drivers can get themselves trained on simulators.

Stimulate	Excite, provoke, inspire Anna's speech could stimulate the whole nation.	Urbane	Refined, Polished, Cultured Having an urbane personality is desirable for all the sales people.
18. Sore	Unhappy, bitter He was quite sore over his defeat.	24. Vain	Conceited, useless That model is an unusually vain girl.
Sour	Not sweet, pungent The grapes were quite sour.		He made several vain attempts to get a job.
Soar	To rise high His spirits soared when he got the call letter.	Vane	A direction pointer The weekend farmers bought a new weather vane for the barn.
19. Stationary	Static, Motionless The car rammed into the stationary truck.	Vein	A blood vessel In today's medical class, we were told about veins and arteries.
Stationery	Writing material Mr Randhir owns the best stationery shop in town.	25. Venal	Evil, corrupt, immoral The venal acts of bureaucrats have damaged the nation.
20. Straight	Not curved or crooked A straight line is the shortest distance between two points.	Venial	Something that can be pardoned The venial mischief of the child were often overlooked.
Strait	A narrow passage of water connecting two large bodies of water, a distressing situation. We passed through the Strait of Gibraltar.	26. Waist	The narrow part of the body above the hips. He has a 34 inch waist.
	Our next door neighbour is in dire financial straits.	Waste	Needless consumption or destruction Facebook is a total waste of time.
21. Suit	A coat with matching trousers or skirt, a proceeding in a law court. Grandfather still wears a blue suit every Sunday.	27. Weather	Day-to-day climate What is the weather forecast for today?
	Ram Bikemalani argued his suit eloquently.	Whether	If it be the case that I do not know whether she would marry me or not?
Suite	A set of rooms, of matching furniture They reserved the bridal suite at The Taj.	28. Whose	The possessive of the pronoun Who Whose book is this?
22. Tamper	To meddle with Ask children not to tamper with the equipments.	Who's	'Who is' Who's going to dinner with me?
		29. Your	The possessive of the pronoun You. Is this your book?
Temper	Disposition, Nature He has a bad temper and that is why he is not very popular.	You're	'You are' You're late for work.
23. Urban	Belonging to the city or town. The villagers are fastly migrating to urban areas.	30. Can	Capable Despite the warning, hooligans can create problems.
		May	Permission May I go out Sir?

1.38 □ Verbal Ability

31. Able	Power or strength in general Despite going through Chemotherapy, Yuvraj is able to play cricket.		The pilot informed us that we were about to begin our descent.
Capable	Power or strength in particular He is capable of running for 2 hours continuously.	Dissent	What is the descent of Mother Terra?
32. Advice	Suggestion (Noun) People who give unsolicited advice are not respected in the society.		To differ
Advise	Counsel (Verb) I advise you to try to stay in the hostel.	35. Desert	BJP and congress parties holds dissent views on many issues.
33. Beside	Adjacent, nearby My house is beside church.		(1) Waterless land
Besides	Also, as well as Besides getting a technical know-how, doing MBA will also give me practical exposure.	Dessert	Sahara is one of the biggest desert in the world.
34. Decent	Suitable; respectable Ram is a decent boy.		(2) to abandon
Descent	(1) Act of coming down (2) Persons origin or nationality	Dual	The course at the end of the dinner
			The dessert was just as good as was the dinner.
		Duel	Double
			All long range aircrafts have dual engine.
		Duel	Contest between two people
			Duel between MSD and VS for captaincy is detrimental for Team performance.

PRACTICE EXERCISE 1

Direction for questions 1 to 10: Each question contains one sentence. Each sentence has a pair of words/phrases that are italicized/highlighted. From the italicized/highlighted word(s)/phrase(s), select the most appropriate word(s)/phrase(s) to form correct sentences. Then choose the best option.

Q 1. Lawyer's **spacious** [A]/**specious** [B] argument was lengthy but it could not convince the judge.

Answer = A/B

Q 2. Agencies have informed us that he was one of those **whom** [A]/**who** [B] they arrested last month.

Answer = A/B

Q 3. Usually it is junior managers who are not able to **conform** [A]/**confirm** [B] to the prevailing pattern of thinking and norms.

Answer = A/B

Q 4. Trends in consumer behaviour and the individual's preference for one brand name **affect** [A]/**effect** [B] the situation.

Answer = A/B

Q 5. Persistent questioning by the lawyer failed to **elicit** [A]/**illicit** [B] a clear answer from the respondent.

Answer = A/B

Q 6. Frustration is **implicit** [A]/**explicit** [B] in any attempt to express the deepest self.

Answer = A/B

Q 7. In this invoice **is** [A]/**are** [B] included the charges for the past billing cycle.

Answer = A/B

Q 8. With our granting of this credit **go** [A]/**goes** [B] our best wishes for the success in your business venture.

Answer = A/B

Q 9. The judge warned the prisoner that he will **countermand** [A]/**countervail** [B] the bail of the offender if he misbehaved in the court.

Answer = A/B

Q 10. It is important to **cite** [A]/**site** [B] as many examples as possible in your answer to fetch good marks.

Answer = A/B

PRACTICE EXERCISE 2

Direction for questions 1 to 25: There are few sentences in each question. Each sentence has pairs of words/phrases that are italicized/highlighted. From the italicized/highlighted word(s)/phrase(s), select the most appropriate word(s)/phrase(s) to form correct sentences. Then choose the best option.

Q 1. i. Several pages of the book have come **loose** [A]/**lose** [B].

ii. I am totally **uninterested** [A]/**disinterested** [B] in grammar.

- | | |
|--------|--------|
| (a) AA | (b) AB |
| (c) BA | (d) BB |

Q 2. i. Almost every decade someone or the other comes out with the **prophecy** [A]/**prophesy** [B] that the world is going to end.

ii. I **loathe** [A]/**loathe** [B] to admit that I was totally jealous.

- | | |
|--------|--------|
| (a) AB | (b) BA |
| (c) BB | (d) AA |

Q 3. i. The storm **wreaked** [A]/**wrecked** [B] havoc along the coast.

ii. **Accessory** [A]/**Excess** [B] minerals are disregarded by petrologists while classifying rocks.

iii. I hope we have good **whether** [A]/**weather** [B] during our trip.

- | | |
|---------|---------|
| (a) AAB | (b) ABB |
| (c) BAB | (d) BAA |

Q 4. i. Though the story was focused on **historic** [A]/**historical** [B] figures, it was mainly fiction.

ii. The accused made a passionate effort before the judge to **ensure** [A]/**assert** [B] his innocence.

- | | |
|--------|--------|
| (a) AB | (b) BB |
| (c) BA | (d) AA |

Q 5. i. The authorities **complemented** [A]/**complimented** [B] her for completing the project ahead of schedule.

ii. The invasion was **preceded** [A]/**proceeded** [B] by a massive mobilization of armed forces at the site.

- | | |
|--------|--------|
| (a) AB | (b) BA |
| (c) AA | (d) BB |

1.40 □ Verbal Ability

- Q 6. i. We had to offer our house as a *guarantee* [A]/*warranty* [B] for getting loan.
ii. The golfer *waddled* [A]/*waggled* [B] the club before hitting the ball.
iii. I was so *ticked* [A]/*pickled* [B] at the party that I sat down.
iv. Everything in the room was covered *by* [A]/*with* [B] dust.
v. I cannot *tolerate* [A]/*endure* [B] your laziness any more.
(a) BBBBA (b) ABABA
(c) ABBBA (d) BBABB
- Q 7. i. I do not think I can proceed with the matter without your expert *advise* [A]/*advice* [B].
ii. Election dates in Uttarakhand were decided after taking into account the *climatic* [A]/*climactic* [B] conditions.
iii. Did he ever *prophesy* [A]/*prophecy* [B] anything but bad news for me?
iv. The poor nations are finding it difficult to reconcile concerns about the environment with *economic* [A]/*economical* [B] growth.
(a) ABBA (b) BBAA
(c) BABA (d) BAAA
- Q 8. i. Malaria is *pandemic* [A]/*endemic* [B] to the areas where mosquitoes breed.
ii. The cleaner *scunged* [A]/*scrunched* [B] the trash cans for reuse.
iii. His work consists *in* [A]/*of* [B] dealing with people.
iv. The child *tumbled* [A]/*stumbled* [B] over the stone.
v. He and I intend to leave *to* [A]/*for* [B] USA after two days.
(a) BBABB (b) ABABB
(c) BBABA (d) BAABB
- Q 9. i. Daily wagers pay *continuous* [A]/*constant* [B] attention to the weather.
ii. This year's rains that persisted *continuously* [A]/*continually* [B] in winter are attributed to climate change.
iii. She has a habit of talking to her *imaginative* [A]/*imaginary* [B] friend.
iv. The General declared that the victory came with the *minimum* [A]/*minimal* [B] loss of lives.
(a) ABAB (b) ABBB
(c) BBBB (d) BBBA
- Q 10. i. He hired several *aids* [A]/*aides* [B] to help him in his work.
- ii. Her *masterful* [A]/*masterly* [B] personality soon dominated the movement.
iii. The chartered accountant went through the *maize* [A]/*maze* [B] of papers to file tax return.
iv. During the high *tide* [A]/*tied* [B] the fishermen *tied* [A]/*tide* [B] their boats to the pier.
(a) ABABA (b) ABBAB
(c) BABAA (d) BAABA
- Q 11. i. The college *affected* [A]/*effected* [B] a new policy on leave encashment by teachers.
ii. The *rationale* [A]/*rational* [B] behind current curricula is that students need to learn language and thinking skills, not specific information.
(a) AA (b) BB
(c) BA (d) AB
- Q 12. i. All the bickering and noise we witness in the legislature over petty politics is pure *bathos* [A]/*pathos* [B].
ii. After the accident the victim went into *comma* [A]/*coma* [B] for several days.
(a) BB (b) AB
(c) BA (d) AA
- Q 13. i. Our confidence in cricket has been seriously *undermined* [A]/*underrated* [B] by the recent match fixing scandal.
ii. His *valid* [A]/*vapid* [B] talk failed to impress the investors.
iii. It was so hot that he walked in the *shade* [A]/*shadow* [B] of the tree.
(a) BBA (b) ABA
(c) ABB (d) BAB
- Q 14. i. The messenger gave him a letter written in a hurried *scroll* [A]/*scrawl* [B].
ii. You are *deflecting* [A]/*detracting* [B] from the agenda of discussion.
iii. The receptionist *scowled* [A]/*screamed* [B] at me when I made a vacuous inquiry.
iv. The items I liked most were the rosewood carvings and the teak wood *furnitures* [A]/*furniture* of Gothic style.
(a) BABB (b) BAAB
(c) BBAB (d) BAAB
- Q 15. i. The *warp* [A]/*woof* [B] of India's economic structure is still agriculture.
ii. My friend always does the opposite of [A]/*to* [B] what I advise him.

1.42 □ Verbal Ability

- | | |
|---------|---------|
| (a) ABA | (b) BBA |
| (c) AAA | (d) BBB |
- Q 25. i. To confirm the reason of death, the body was *exhumed* [A]/*exuded* [B] after three months.
- ii. Neither of these letters *contains* [A]/*contain* [B] information about the exact model number and the date when he purchased the equipment.
- | | |
|--|---|
| iii. This is one of those unfortunate errors which commonly <i>occurs</i> [A]/ <i>occur</i> [B] in bulk mailing. | iv. Mohan Singh is Boss of the organization in <i>virtuality</i> [A]/ <i>virtuosity</i> [B] only. |
| (a) AABA | (b) BABA |
| (c) AABB | (d) AABA |

ANSWERS

PRACTICE EXERCISE 1

Q. No.	Answer						
1	B	2	B	3	A	4	A
5	A	6	B	7	B	8	A
9	A	10	A				

PRACTICE EXERCISE 2

Q. No.	Answer						
1	(a)	2	(a)	3	(a)	4	(b)
5	(b)	6	(c)	7	(d)	8	(a)
9	(c)	10	(c)	11	(a)	12	(a)
13	(b)	14	(b)	15	(d)	16	(d)
17	(b)	18	(a)	19	(a)	20	(b)
21	(d)	22	(b)	23	(a)	24	(c)
25	(a)						

This page is intentionally left blank

Frequently Used Vocabulary



5

LEARNING OBJECTIVES

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

1. Helps to develop competency in English Language
2. Enables to handle variety of questions across English section in examinations
3. Improves ability to express and communicate in English

LIST OF FREQUENTLY USED VOCABULARY

A

- Abase (v.)—to humiliate, to degrade
 Abate (v.)—to reduce or to lessen
 Abdicate (v.)—to give up a position, usually one of great power or authority
 Abduct (v.)—to kidnap, take by force
 Aberration (n.)—something that differs from what's normal
 abet (v.)—to encourage or assist (someone)—to do something wrong, in particular to commit a crime
 Abhor (v.)—to hate, detest
 Abide—To agree
 Abject (adj.)—wretched, pitiful
 Abjure (v.)—to reject, renounce
 Abort (v.)—to give up on a half-finished project or effort
 Abridge a. (v.)—to cut down, shorten;
 b. (adj.)—shortened
 Abrogate (v.)—to abolish, usually by authority
 Abscond (v.)—to sneak away and hide
 Absolution (n.)—freedom from blame, guilt, sin
 Abstain (v.)—to freely choose not to commit an action

- Abstruse (adj.)—hard to comprehend
 Accede (v.)—to agree
 Accentuate (v.)—to stress, highlight
 Accessible (adj.)—obtainable, reachable
 Acclaim (n.)—high praise
 Accolade (n.)—high praise, special distinction, approbation
 Accord (n.)—an agreement
 Accost (v.)—to confront verbally
 Accretion (n.)—slow growth in size or amount
 Acerbic (adj.)—biting, bitter in tone or taste
 Acquiesce (v.)—to agree without protesting
 Acrimony (n.)—bitterness, discord
 Acumen (n.)—keen insight
 Acute a. (adj.)—sharp, severe;
 b. (adj.)—having keen insight
 Adamant (adj.)—impervious, immovable, unyielding
 adept (adj.)—extremely skilled
 adhere a. (n.)—to stick to something;
 b. (n.)—to follow devoutly
 admonish (v.)—to caution, criticize, reprove, to warn lightly
 adorn (v.)—to decorate
 adroit (adj.)—skillful, dexterous, deft

1.46 □ Verbal Ability

adulation (n.)—extreme praise
adverse (adj.)—antagonistic, unfavourable, dangerous
aesthetic (adj.)—artistic, related to one's sense of beauty
affable (adj.)—friendly, amiable
affinity (n.)—a spontaneous feeling of closeness
affluent (adj.)—rich, wealthy
affront (n.)—an insult
aggrandize (v.)—to increase or make greater
aggregate a. (n.)—a whole or total;
 b. (v.)—to gather into a mass
aggrieved (adj.)—distressed, wronged, injured
agile (adj.)—quick, nimble
agnostic (adj.)—doubting the existence of God
aisle (n.)—a passageway between rows of seats
alacrity (n.)—eagerness, speed
allay (v.)—to soothe, ease, put to rest
allege (v.)—to assert, usually without proof
alleviate (v.)—to relieve, make more bearable
 [Opposite – Aggravate]
aloof (adj.)—reserved, distant
altercation (n.)—a dispute, fight
amalgamate (v.)—to bring together, unite
ambiguous (adj.)—uncertain, variably interpretable
ambivalent (adj.)—having opposing feelings
ameliorate (v.)—to improve
amenable (adj.)—willing, compliant
amiable/amicable (adj.)—friendly
anachronistic (adj.)—out of its proper time
analgesic (n.)—something that reduces pain
analogous (adj.)—similar to, so that an analogy can be drawn
anarchist (n.)—one who opposes and wants to eliminate all forms of government and law
anathema (n.)—something cursed, a detestable person
anecdote (n.)—a short, humorous account
anguish (n.)—extreme sadness, torment
annex a. (v.)—to incorporate a space;
 b. (n.)—a space attached to a larger space
annul (v.)—to make void or invalid
anomaly (n.)—something that does not fit into the normal order
anonymous (adj.)—being unknown, unrecognized
antagonism (n.)—hostility
antecedent (n.)—something that came before
anthology (n.)—a selected collection of writings, songs, etc.
antipathy (n.)—a strong dislike, repugnance
antiquated (adj.)—old, out of date
antiseptic (adj.)—clean, sterile

antithesis (n.)—the absolute opposite
apathetic (adj.)—lacking concern, non-emotional
apocryphal (adj.)—probably fictitious, probably false or wrong
appalling (adj.)—inspiring shock, horror, disgust
appease (v.)—to calm, satisfy
appraise (v.)—to assess worth or value
apprehend a. (v.)—to seize, arrest;
 b. (v.)—to perceive, understand, grasp
arable (adj.)—suitable for growing crops
arbiter (n.)—one who can resolve a dispute or make a decision
arbitrary (adj.)—based on random factors
arboreal (adj.)—of or relating to trees
arcane (adj.)—obscure, secret, known only by a few
archaic (adj.)—of or relating to an earlier period in time, outdated
archetypal (adj.)—the most representative or typical example of something
ardor (n.)—extreme vigor, energy, enthusiasm
arid (adj.)—excessively dry
arrogate (v.)—to take without justification
artifact (n.)—a remaining piece from an extinct culture or place
artisan (n.)—a craftsman
ascetic (adj.)—practicing restraint as a means of self-discipline, usually religious
ascribe (v.)—to assign, credit, attribute to
aspersion (n.)—a curse, expression of ill-will
aspire (v.)—to long for or to aim toward
assail (v.)—to attack
assiduous (adj.)—hard-working, diligent
assuage (v.)—to ease, pacify
astute (adj.)—very clever, crafty
atone (v.)—to repent, make amends
atrophy (v.)—to wither away, decay
attribute a. (v.)—to credit, assign;
 b. (n.)—a facet or trait
audacious (adj.)—excessively bold, brave
augment (v.)—to add to, expand
auspicious (adj.)—favourable, indicative of good things
austere (adj.)—very bare, bleak, strict in manner
avenge (v.)—to seek revenge
aversion (n.)—a particular dislike for something

B

balk (v.)—to stop, block abruptly
banal (adj.)—dull, commonplace

bane (n.)—a burden [Opposite – Boon – Blessing]
 bashful (adj.)—shy, excessively timid
 battery a. (n.)—a device that supplies power;
 b. (n.)—assault, beating
 beguile (v.)—to trick, deceive
 behemoth (n.)—large creature; something of tremendous power or size
 benevolent (adj.)—marked by goodness or doing good
 benign (adj.)—favourable, not threatening, mild
 bequeath (v.)—to pass on in a will, give or donate legally
 berate (v.)—to scold vehemently
 bereft (adj.)—devoid of, without
 beseech (v.)—to beg, plead, implore
 bias (n.)—a tendency, inclination, prejudice
 blandish (v.)—to coax by using flattery
 blemish (n.)—an imperfection, flaw
 blight a. (n.)—a plague, disease;
 b. (n.)—a scar or mark of discoloration
 boisterous (adj.)—loud and full of energy
 bombastic (adj.)—excessively confident, pompous
 bourgeois (n.)—an upper middle-class person, a successful capitalist
 brazen (adj.)—excessively bold, brash
 brusque (adj.)—short, abrupt, dismissive
 buffet a. (v.)—to strike with force;
 b. (n.)—arrangement of food on a table
 burnish (v.)—to polish, shine
 buttress a. (v.)—to support, hold up
 b. (n.)—something that offers support

C

cacophony (n.)—tremendous noise, disharmonious sound
 cadence (n.)—a rhythm, progression of sound
 cajole (v.)—to urge, coax
 calamity (n.)—an event with disastrous consequences
 calibrate (v.)—to set, standardize
 callous (adj.)—harsh, cold, unfeeling
 camaraderie (n.)—brotherhood, partnership, jovial unity
 candor (n.)—honesty, frankness
 canny (adj.)—shrewd, careful
 canvas a. (n.)—a strong, coarse unbleached cloth;
 b. (v.)—to cover, inspect
 capacious (adj.)—very spacious
 capitulate (v.)—to surrender
 capricious (adj.)—subject to whim, fickle
 captivate (v.)—to get the attention of, hold
 catalyze (v.)—to charge, inspire

caucus (n.)—a meeting usually held by people working toward the same goal
 caustic (adj.)—bitter, biting, acidic
 cavort (v.)—to leap about, behave boisterously
 censure a. (n.)—harsh criticism; b. (v.)—to rebuke formally
 cerebral (adj.)—related to the intellect
 chaos (n.)—absolute disorder
 chastise (v.)—to criticize severely
 cherish (v.)—to feel or show deep affection toward something
 chide (v.)—to voice disapproval
 chronicle a. (n.)—a written history;
 b. (v.)—to write a detailed history
 chronological (adj.)—arranged in order of time
 circuitous (adj.)—roundabout
 circumlocution (n.)—indirect and wordy language
 circumspect (adj.)—cautious; aware of what's around you
 circumvent (v.)—to go around an established route or authority
 clairvoyant (adj.)—able to perceive things that normal people cannot
 clandestine (adj.)—secret
 clemency (n.)—mercy
 clergy (n.)—members of Christian holy orders
 cloying (adj.)—sickeningly sweet
 coagulate (v.)—to thicken, clot
 coalesce (v.)—to fuse into a whole
 coerce (v.)—to make somebody do something by force or threat
 cogent (adj.)—intellectually convincing
 cognizant (adj.)—aware, mindful
 coherent (adj.)—logically consistent, intelligible
 collateral a. (adj.)—secondary;
 b. (n.)—security for a debt
 colloquial (adj.)—characteristic of informal conversation
 collusion (n.)—secret agreement, conspiracy
 colossus (n.)—a gigantic statue or thing
 commendation (n.)—a notice of approval or recognition
 commensurate (adj.)—corresponding in size or amount
 commodious (adj.)—roomy
 compelling (adj.)—forceful, demanding attention
 compensate (v.)—to make an appropriate payment for something
 complacency (n.)—self-satisfied ignorance of danger
 complement (v.)—to complete, make perfect or whole
 compliment (n.)—an expression of esteem or approval
 compliant (adj.)—ready to adapt oneself to another's wishes

1.48 □ Verbal Ability

complicit (adj.)—being an accomplice in a wrongful act
comprehensive (adj.)—including everything
compress (v.)—to apply pressure, squeeze together
compunction (n.)—distress caused by feeling guilty
concede (v.)—to accept as valid
conciliatory (adj.)—friendly, agreeable
concise (adj.)—brief and direct in expression
concoct (v.)—to fabricate, make up
concomitant (adj.)—accompanying in a subordinate fashion
concord (n.)—harmonious agreement
condolence (n.)—an expression of sympathy in sorrow
condone (v.)—to pardon, deliberately overlook
conformist (n.)—one who behaves the same as others
confound (v.)—to frustrate, confuse
congeal (v.)—to thicken into a solid
congenial (adj.)—pleasantly agreeable
Congenital—(of a disease or physical abnormality)—present from birth
congregation (n.)—a gathering of people, especially for religious services
congruity (n.)—the quality of being in agreement
connive (v.)—to plot, scheme
consecrate (v.)—to dedicate something to a holy purpose
consensus (n.)—an agreement of opinion
consign (v.)—to give something over to another's care
consolation (n.)—an act of comforting
consonant (adj.)—in harmony
constituent (n.)—an essential part
constrain (v.)—to forcibly restrict
construe (v.)—to interpret
consummate (v.)—to complete a deal or ceremony
contemporaneous (adj.)—existing during the same time
contentious (adj.)—having a tendency to quarrel or dispute
contravene (v.)—to contradict, oppose, violate
contrite (adj.)—penitent, eager to be forgiven
contusion (n.)—bruise, injury
conundrum (n.)—puzzle, problem
convene (v.)—to call together
convention a. (n.)—an assembly of people;
b. (n.)—a rule, custom
convivial (adj.)—characterized by feasting, drinking, merriment
convoluted (adj.)—intricate, complicated
copious (adj.)—profuse, abundant
cordial (adj.)—warm, affectionate
coronation (n.)—the act of crowning

corpulence (adj.)—extreme fatness
corroborate (v.)—to support with evidence
corrosive (adj.)—having the tendency to erode or eat away
cosmopolitan (adj.)—sophisticated, worldly
counteract (v.)—to neutralize, make ineffective
coup a. (n.)—a brilliant, unexpected act;
b. (n.)—the overthrow of a government and assumption of authority
coup de grâce—a final blow or shot given to kill a wounded person or animal
coup d'état—the overthrow of a government and assumption of authority
covert (adj.)—secretly engaged in
credulity (n.)—readiness to believe
crescendo (n.)—a steady increase in intensity or volume
culmination (n.)—the climax toward which something progresses
culpable (adj.)—deserving blame
cultivate (v.)—to nurture, improve, refine
cumulative (adj.)—increasing, building upon itself
cunning (adj.)—sly, clever at being deceitful
cupidity (n.)—greed, strong desire
cursory (adj.)—brief, to the point of being superficial and inadequate
curt (adj.)—abruptly and rudely short
curtail (v.)—to lessen, reduce
[Capricious-sudden and unaccountable changes of mood or behaviour.]

D

daunting (adj.)—intimidating, causing one to lose courage
dearth (n.)—a lack, scarcity
debacle (n.)—a disastrous failure, disruption
debase (v.)—to lower the quality or esteem of something
debauch (v.)—to corrupt by means of sensual pleasures
debunk (v.)—to expose the falseness of something
decorous (adj.)—socially proper, appropriate
decry (v.)—to criticize openly in an effort to devalue
deface (v.)—to ruin or injure something's appearance
defamatory (adj.)—harmful toward another's reputation
defer (v.)—to postpone something; to yield to another's wisdom
deferential (adj.)—showing respect for another's authority
defile (v.)—to make unclean, impure
defunct (adj.)—no longer used or existing
delegate (v.)—to hand over responsibility for something
deleterious (adj.)—harmful
deliberate (adj.)—intentional, reflecting careful consideration

delineate (v.)—to describe, outline, shed light on
 demarcation (n.)—the marking of boundaries or categories
 demean (v.)—to lower the status or stature of something
 demure (adj.)—quiet, modest, reserved
 denigrate (v.)—to belittle, diminish the opinion of
 denounce (v.)—to criticize publicly
 deplore (v.)—to feel or express sorrow, disapproval
 depravity (n.)—wickedness
 deprecate (v.)—to belittle, deprecate
 derelict (adj.)—abandoned, run-down
 deride (v.)—to laugh at mockingly, scorn
 derivative (adj.)—taken directly from a source, unoriginal
 desecrate (v.)—to violate the sacredness of a thing or place
 desiccated (adj.)—dried up
 dehydrateddesolate (adj.)—deserted, dreary, lifeless
 desolate (adj.)—deserted, dreary, lifeless
 despondent (adj.)—feeling depressed, discouraged, hopeless
 despot (n.)—one who has total power and rules brutally
 destitute (adj.)—impoverished, utterly lacking
 deter (v.)—to discourage, prevent from doing
 devious (adj.)—not straightforward, deceitful
 dialect (n.)—a variation of a language
 diaphanous (adj.)—light, airy, transparent
 didactic a. (adj.)—intended to instruct;
 b. (adj.)—overly moralistic
 diffident (adj.)—shy, quiet, modest
 diffuse a. (v.)—to scatter, thin out, break up;
 b. (adj.)—not concentrated, scattered or disorganized
 dilatory (adj.)—tending to delay, causing delay
 diligent (adj.)—showing care in doing one's work
 diminutive (adj.)—small or miniature
 disaffected (adj.)—rebellious, resentful of authority
 disavow (v.)—to deny knowledge of or responsibility for
 discern (v.)—to perceive, detect
 disclose (v.)—to reveal, make public
 discomfit (v.)—to thwart, baffle
 discordant (adj.)—not agreeing, not in harmony with
 discrepancy (n.)—difference, failure of things to correspond
 discretion (n.)—the quality of being reserved in speech or action; good judgment
 discursive (adj.)—rambling, lacking order
 disdain a. (v.)—to scorn, hold in low esteem;
 b. (n.)—scorn, low esteem

disgruntled (adj.)—upset, not content
 disheartened (adj.)—feeling a loss of spirit or morale
 disparage (v.)—to criticize or speak ill of
 disparate (adj.)—sharply differing, containing sharply contrasting elements
 dispatch (v.)—to send off to accomplish a duty
 dispel (v.)—to drive away, scatter
 disperse (v.)—to scatter, cause to scatter
 dissemble (v.)—to conceal, fake
 disseminate (v.)—to spread widely
 dissent a. (v.)—to disagree;
 b. (n.)—the act of disagreeing
 dissipate a. (v.)—to disappear, cause to disappear;
 b. (v.)—to waste
 dissonance (n.)—lack of harmony or consistency
 dissuade (v.)—to persuade someone not to do something
 dither (v.)—to be indecisive
 divine (adj.)—godly, exceedingly wonderful
 divisive (adj.)—causing dissent, discord
 divulge (v.)—to reveal something secret
 docile (adj.)—easily taught or trained
 dormant (adj.)—asleep or temporarily inactive
 dubious (adj.)—doubtful, of uncertain quality
 duress (n.)—hardship, threat
 dynamic (adj.)—actively changing; powerful

E

ebullient (adj.)—extremely lively, enthusiastic
 eclectic (adj.)—consisting of a diverse variety of elements
 ecstatic (adj.)—intensely and overpoweringly happy
 edict (n.)—an order, decree
 efface (v.)—to wipe out, obliterate, rub away
 effervescent (adj.)—bubbly, lively
 efficacious (adj.)—effective
 effrontery (n.)—impudence, nerve, insolence
 effulgent (adj.)—radiant, splendidorous
 egregious (adj.)—extremely bad
 elaborate (adj.)—complex, detailed, intricate
 elated (adj.)—overjoyed, thrilled
 elegy (n.)—a speech given in honour of a dead person
 elicit (v.)—to bring forth, draw out, evoke
 eloquent (adj.)—expressive, articulate, moving
 elucidate (v.)—to clarify, explain
 elude (v.)—to evade, escape

1.50 □ Verbal Ability

emaciated (adj.)—very thin, enfeebled looking
embellish a. (v.)—to decorate, adorn;
 b. (v.)—to add details to, enhance
embezzle (v.)—to steal money by falsifying records
eminent (adj.)—distinguished, prominent, famous
emollient (adj.)—soothing
emote (v.)—to express emotion
empathy (n.)—sensitivity to another's feelings as if they were one's own
empirical a. (adj.)—based on observation or experience;
 b. (adj.)—capable of being proved or disproved by experiment
emulate (v.)—to imitate
enamour (v.)—to fill with love, to fascinate (usually used with “of” or “with”)
encore (n.)—a repeat performance at the audiences’ insistence.
encumber (v.)—restrict, impede, obstruct
enigmatic (adj.)—mysterious, inexplicable, baffling
enmity (n.)—ill will, hatred, hostility
ennui (n.)—boredom, weariness
entail (v.)—to include as a necessary step
enthral (v.)—to charm, hold spellbound
ephemeral (adj.)—short-lived, fleeting
epistolary (adj.)—relating to or contained in letters
epitome (n.)—a perfect example, embodiment
equanimity (n.)—composure
equivocal (adj.)—ambiguous, uncertain, undecided
erudite (adj.)—learned
eschew (v.)—to shun, avoid
esoteric (adj.)—understood by only a select few
espouse (v.)—to take up as a cause, support
ethereal (adj.)—heavenly, exceptionally delicate or refined
etymology (n.)—the history of words, their origin and development
euphoric (adj.)—elated, uplifted
evanescent (adj.)—fleeting, momentary
evince (v.)—to show, reveal
exacerbate (v.)—to make more violent, intense
exalt (v.)—to glorify, praise
exasperate (v.)—to irritate, irk
excavate (v.)—to dig out of the ground and remove

exculpate (v.)—to free from guilt or blame, exonerate
execrable (adj.)—loathsome, detestable
exhort (v.)—to urge, prod, spur
exigent (adj.)—urgent, critical
exonerate (v.)—to free from guilt or blame, exculpate
exorbitant (adj.)—excessive
expedient (adj.)—advisable, advantageous, serving one’s self-interest
expiate (v.)—to make amends for, atone
expunge (v.)—to obliterate, eradicate
expurgate (v.)—to remove offensive or incorrect parts, usually of a book
extant (adj.)—existing, not destroyed or lost
extol (v.)—to praise, revere
extraneous (adj.)—irrelevant, extra, not necessary
extricate (v.)—to disentangle
exult (v.)—to rejoice

F

fabricate (v.)—to make up, invent
façade a. (n.)—the wall of a building;
 b. (n.)—a deceptive appearance or attitude
facile a. (adj.)—easy, requiring little effort;
 b. (adj.)—superficial, achieved with minimal thought or care
fallacious (adj.)—incorrect, misleading
fastidious (adj.)—meticulous, demanding, having high and often unattainable standards
fathom a. (v.)—to understand, comprehend;
 b. (n.)—six feet deep
fatuous (adj.)—silly, foolish
fecund (adj.)—fruitful, fertile
felicitous a. (adj.)—well suited, apt;
 b. (adj.)—delightful, pleasing
fervent (adj.)—ardent, passionate
fetter (v.)—to chain, restrain
fickle (adj.)—shifting in character, inconstant
fidelity (n.)—loyalty, devotion
figurative (adj.)—symbolic
flagrant (adj.)—offensive, egregious
florid (adj.)—flowery, ornate
flout (v.)—to disregard or disobey openly
foil (v.)—to thwart, frustrate, defeat

forbearance (n.)—patience, restraint, toleration
 forestall (v.)—to prevent, thwart, delay
 forlorn (adj.)—lonely, abandoned, hopeless
 forsake (v.)—to give up, renounce
 fortitude (n.)—strength, guts
 fraught (adj.)—(usually used with “with”)—filled or accompanied with
 frenetic (adj.)—frenzied, hectic, frantic
 frivolous (adj.)—of little importance, trifling
 frugal (adj.)—thrifty, economical
 furtive (adj.)—secretive, sly

G

garish (adj.)—gaudy, in bad taste
 garrulous (adj.)—talkative, wordy
 genial (adj.)—friendly, affable
 gluttony (n.)—overindulgence in food or drink
 goad (v.)—to urge, spur, incite to action
 gourmand (n.)—someone fond of eating and drinking
 grandiose (adj.)—on a magnificent or exaggerated scale
 gratuitous (adj.)—uncalled for, unwarranted
 gregarious (adj.)—drawn to the company of others, sociable
 grievous (adj.)—injurious, hurtful; serious or grave in nature
 guile (n.)—deceitfulness, cunning, sly behavior

H

hackneyed (adj.)—unoriginal, trite, cliché
 hallowed (adj.)—revered, consecrated
 hapless (adj.)—unlucky
 hardy (adj.)—robust, capable of surviving through adverse conditions
 harrowing (adj.)—greatly distressing, vexing
 haughty (adj.)—disdainfully proud
 hedonist (n.)—one who believes pleasure should be the primary pursuit of humans, lotus-eaters
 hegemony (n.)—domination over others
 heinous (adj.)—shockingly wicked, repugnant
 heterogeneous (adj.)—varied, diverse in character
 hiatus (n.)—a break or gap in duration or continuity
 hierarchy (n.)—a system with ranked groups
 hypocrisy (n.)—pretending to believe what one does not

I

iconoclast (n.)—one who attacks commonly held beliefs or institutions
 idiosyncratic (adj.)—peculiar to one person; highly individualized
 idolatrous (adj.)—excessively worshipping one object or person
 ignominious (adj.)—humiliating, disgracing
 illicit (adj.)—forbidden, not permitted
 immerse (v.)—to absorb, deeply involve, engross
 immutable a. (adj.)—not changeable;
 b. (adj.)—stoic, not susceptible to suffering
 impeccable (adj.)—exemplary, flawless
 impecunious (adj.)—desperately poor
 imperative a. (adj.)—necessary, pressing;
 b. (n.)—a rule, command, or order
 imperious (adj.)—commanding, domineering
 impertinent (adj.)—rude, insolent
 impervious (adj.)—impenetrable, incapable of being affected
 impetuous (adj.)—rash; hastily done
 impinge a. (v.)—to impact, affect, make an impression;
 b. (v.)—to encroach, infringe
 implacable (adj.)—incapable of being appeased or mitigated
 implement a. (n.)—an instrument, utensil, tool;
 b. (v.)—to put into effect, to institute
 implicit (adj.)—understood but not outwardly obvious; implied [Opposite-Explicit]
 impregnable (adj.)—resistant to capture or penetration
 impudent (adj.)—casually rude, insolent, impertinent
 inane (adj.)—silly and meaningless
 inarticulate (adj.)—incapable of expressing oneself clearly through speech
 incarnate a. (adj.)—existing in the flesh, embodied;
 b. (v.)—to give human form to
 incendiary a. (n.)—a person who agitates;
 b. (adj.)—inflammatory, causing combustion
 incessant (adj.)—unending
 inchoate (adj.)—unformed or formless, in a beginning stage
 incisive (adj.)—clear, sharp, direct
 inclination (n.)—a tendency, propensity
 incontrovertible (adj.)—indisputable
 incorrigible (adj.)—incapable of correction, delinquent
 increment (n.)—an enlargement; the process of increasing

1.52 □ Verbal Ability

incumbent a. (n.)—one who holds an office;
b. (adj.)—obligatory

indelible—(of ink or a pen)—making marks that cannot be removed

indefatigable (adj.)—incapable of defeat, failure, decay

indigenous (adj.)—originating in a region

indigent (adj.)—very poor, impoverished

indignation (n.)—anger sparked by something unjust or unfair

indolent (adj.)—lazy

indomitable (adj.)—not capable of being conquered

induce (v.)—to bring about, stimulate

ineffable (adj.)—unspeakable, not able to be expressed in words

inept (adj.)—unsuitable or incapable, not qualified

inexorable (adj.)—incapable of being persuaded or placated

inextricable (adj.)—hopelessly tangled or entangled

infamy (n.)—notoriety, extreme ill repute

infusion (n.)—an injection of one substance into another

ingenious (adj.)—clever, resourceful

ingenuous (adj.)—innocent and candid

inhibit (v.)—to prevent, restrain, stop

inimical (adj.)—hostile, enemy-like

iniquity (n.)—wickedness or sin

injunction (n.)—an order of official warning

innate (adj.)—inborn, native, inherent

innocuous (adj.)—harmless, inoffensive

innovate (v.)—to do something in an unprecedented way

innuendo (n.)—an insinuation

inoculate (v.)—to vaccinate against a disease

inquisitor (n.)—one who inquires, especially in a hostile manner

insatiable (adj.)—incapable of being satisfied

insidious (adj.)—appealing, but imperceptibly harmful, seductive

insinuate (v.)—to suggest indirectly or subtly

insipid (adj.)—dull, boring

insolent (adj.)—rude, arrogant, overbearing

instigate (v.)—to urge, goad, provoke

insular (adj.)—separated and narrow-minded; tight-knit, closed off

insurgent (n.)—one who rebels

integral (adj.)—necessary for completeness

interject (v.)—to insert between other things

interlocutor (n.)—someone who participates in a dialogue or conversation

interminable (adj.)—without possibility of end

intimation (n.)—an indirect suggestion

intractable (adj.)—difficult to manipulate, unmanageable

intransigent (adj.)—refusing to compromise, often on an extreme opinion

intrepid (adj.)—brave in the face of danger

inundate (v.)—to flood with abundance

inure (v.)—to cause one to become accustomed or acclimated

invective (n.)—an angry verbal attack

inveterate (adj.)—stubbornly established by habit

irascible (adj.)—easily angered

iridescent (adj.)—showing rainbow colours

irreverence (n.)—disrespect

irrevocable (adj.)—incapable of being taken back

J

jubilant (adj.)—extremely joyful, happy

judicious (adj.)—having or exercising sound judgment

juxtaposition (n.)—two things placed beside each other for the sake of implicit comparison

K

knell (n.)—the solemn sound of a bell, often indicating a death

kudos (n.)—praise for an achievement

L

laceration (n.)—a cut, tear

laconic (adj.)—terse in speech or writing

languid (adj.)—sluggish from fatigue or weakness

largess (n.)—great and lavish generosity in the giving of gifts

latent (adj.)—hidden, but capable of being exposed

laudatory (adj.)—expressing admiration or praise

lavish a. (adj.)—given without limits;
b. (v.)—to give without limits

lenient (adj.)—demonstrating tolerance or gentleness

lethargic (adj.)—in a state of sluggishness or apathy

liability a. (n.)—legal responsibility;
b. (n.)—a handicap, burden

libertarian (adj.)—advocating principles of liberty and free will
 licentious (adj.)—displaying a lack of moral or legal restraints
 limpid (adj.)—clear, transparent
 litigant (n.)—someone engaged in a lawsuit
 lucid (adj.)—clear, easily understandable
 luminous (adj.)—brightly shining
 lurid (adj.)—ghastly, sensational

M

magnanimous (adj.)—noble, generous
 malediction (n.)—a curse
 malevolent (adj.)—wanting harm to befall others
 malleable (adj.)—capable of being shaped or transformed
 mandate (n.)—an authoritative command
 manifest a. (adj.)—easily understandable, obvious;
 b. (v.)—to show plainly
 manifold (adj.)—diverse, varied
 maudlin (adj.)—weakly sentimental
 maverick (n.)—an independent, nonconformist person
 maxim (n.)—a common saying expressing a principle of conduct
 meager (adj.)—deficient in size or quality
 medley (n.)—a mixture of differing things
 mendacious (adj.)—having a lying, false character
 mercurial (adj.)—characterized by rapid change or temperament
 meritorious (adj.)—worthy of esteem or reward
 metamorphosis (n.)—the change of form, shape, substance
 meticulous (adj.)—extremely careful with details
 mitigate (v.)—to make less violent, alleviate
 moderate a. (adj.)—not extreme;
 b. (n.)—one who expresses moderate opinions
 modicum (n.)—a small amount of something
 modulate (v.)—to pass from one state to another, especially in music
 mollify (v.)—to soften in temper
 morose (adj.)—gloomy or sullen
 multifarious (adj.)—having great diversity or variety

N

nadir (n.)—the lowest point of something [Opposite—Zenith]
 nascent (adj.)—in the process of being born or coming into existence
 nebulous (adj.)—vaguely defined, cloudy
 nefarious (adj.)—heinously villainous
 negligent (adj.)—habitually careless, neglectful
 neophyte (n.)—someone who is young or inexperienced.
 nocturnal (adj.)—relating to or occurring during the night [Diurnal – occurring during the day]
 noisome (adj.)—unpleasant, offensive, especially to the sense of smell
 nomadic (adj.)—wandering from place-to-place
 nonchalant (adj.)—having a lack of concern, indifference
 nondescript (adj.)—lacking a distinctive character
 novice (n.)—a beginner, someone without training or experience
 noxious (adj.)—harmful, unwholesome
 nuance (n.)—a slight variation in meaning, tone, or expression
 nurture (v.)—care for and protect (someone or something) while they are growing

O

obdurate (adj.)—unyielding to persuasion or stubbornly insensitive to change
 obfuscate (v.)—to render incomprehensible
 oblique (adj.)—diverging from a straight line or course, not straightforward
 oblivious (adj.)—lacking consciousness or awareness of something
 obscure (adj.)—unclear, partially hidden
 obsequious (adj.)—excessively compliant or submissive
 obsolete (adj.)—no longer used, out of date
 obstinate (adj.)—not yielding easily, very stubborn
 obtuse (adj.)—lacking quickness of sensibility or intellect
 odious (adj.)—instilling hatred or intense displeasure
 officious (adj.)—insisting on helping when it's neither wanted nor needed
 ominous (adj.)—foreboding or foreshadowing evil; threatening
 onerous (adj.)—burdensome
 opulent (adj.)—characterized by rich abundance verging on ostentation

1.54 □ Verbal Ability

oration (n.)—a speech delivered in a formal or ceremonial manner
ornate (adj.)—highly elaborate, excessively decorated
orthodox (adj.)—conventional, conforming to established protocol
oscillate (v.)—to sway from one side to the other
ostensible (adj.)—appearing as such, seemingly
ostentatious (adj.)—excessively showy, glitzy
ostracism (n.)—exclusion from a group, pariah

P

pacific (adj.)—soothing
palatable (adj.)—agreeable to the taste or sensibilities
palette (adj.)—a range of colours or qualities
palliate (v.)—to reduce the severity of, ameliorate
panacea (n.)—a remedy for all ills or difficulties
paradigm (n.)—an example that is a perfect pattern or model
paradox (n.)—an apparently contradictory statement that is perhaps true
paragon (n.)—a model of excellence or perfection
paramount (adj.)—greatest in importance, rank, character
pariah (n.)—an outcast, a repulsive person
parody (n.)—a satirical imitation
parsimony (n.)—frugality, stinginess
partisan (n.)—a follower, adherent
patent (adj.)—readily seen or understood, clear
pathos (n.)—an emotion of sympathy
paucity (adj.)—small in quantity
pejorative (adj.)—derogatory, uncomplimentary
pellucid (adj.)—easily intelligible, clear
penchant (n.)—a tendency, partiality, preference
penitent (adj.)—remorseful, regretful, repentant, contrite
penultimate (adj.)—next to last, second last
penurious (adj.)—miserly, stingy
perfidious (adj.)—disloyal, unfaithful
perfunctory (adj.)—showing little interest or enthusiasm, doing just for the sake of doing
permeate (v.)—to spread throughout, saturate
pernicious (adj.)—extremely destructive or harmful
perplex (v.)—to confuse
perspicacity (adj.)—shrewdness, perceptiveness
perusal (n.)—a careful examination, review
pervasive (adj.)—having the tendency to spread throughout

petulance (n.)—rudeness, irritability
philanthropic (adj.)—charitable, giving
phlegmatic (adj.)—uninterested, unresponsive
pillage (v.)—to seize or plunder, especially in war
pinnacle (n.)—the highest point
pithy (adj.)—concisely meaningful
pittance (n.)—a very small amount, especially relating to money
placate (v.)—to ease the anger of, soothe
placid (adj.)—calm, peaceful
platitude (n.)—an uninspired remark, cliché
plaudits (n.)—enthusiastic approval, applause
plausible (adj.)—believable, reasonable
plenitude (n.)—an abundance
plethora (n.)—an abundance, excess
pliable (adj.)—flexible
poignant (adj.)—deeply affecting, moving
polemic (n.)—an aggressive argument against a specific opinion
portent (n.)—an omen
potable (adj.)—suitable for drinking
potentate (n.)—one who has great power, a ruler
precipice (n.)—the face of a cliff, a steep or overhanging place
preclude (v.)—to prevent
precocious (adj.)—advanced, developing ahead of time
predilection (n.)—a preference or inclination for something
preponderance (adj.)—superiority in importance or quantity
prepossessing (adj.)—preoccupying the mind to the exclusion of all else
prescient (adj.)—to have foreknowledge of events
prescribe (v.)—to lay down a rule
Proscribe (v.)—forbid, especially by law
presumptuous (adj.)—disrespectfully bold
pretense (n.)—an appearance or action intended to deceive
primeval (adj.)—original, ancient
probity (n.)—virtue, integrity
proclivity (n.)—a strong inclination toward something
procure (v.)—to obtain, acquire
profane (adj.)—lewd, indecent
profligate (adj.)—dissolute, extravagant
profuse (adj.)—plentiful, abundant

promulgate (v.)—to proclaim, make known
 propagate (v.)—to multiply, spread out
 propensity (n.)—an inclination, preference
 propitious (adj.)—favourable
 propriety (n.)—the quality or state of being proper, decent
 prosaic (adj.)—plain, lacking liveliness
 protean (adj.)—able to change shape; displaying great variety
 prowess (n.)—extraordinary ability
 prudence (n.)—cautious, circumspect
 puerile (adj.)—juvenile, immature
 pugnacious (adj.)—quarrelsome, combative
 punctilious (adj.)—eager to follow rules or conventions
 pungent (adj.)—having a pointed, sharp quality (often describing smells)
 punitive (adj.)—involving punishment
 putrid (adj.)—rotten, foul

Q

quagmire (n.)—a difficult situation
 quaint (adj.)—charmingly old-fashioned
 quandary (n.)—a perplexing, bad situation
 quell (v.)—to control or diffuse a potentially explosive situation
 querulous (adj.)—whiny, complaining
 quixotic (adj.)—extremely idealistic, impractical
 quotidian (adj.)—daily

R

rail (v.)—to scold, protest
 rancid (adj.)—having a terrible taste or smell
 rancid (adj.)—having a terrible taste or smell
 rancour (n.)—deep, bitter resentment
 rapport (n.)—mutual understanding and harmony
 rash (adj.)—hasty, incautious
 raucous (adj.)—loud, boisterous
 raze (v.)—to demolish, level
 rebuke (v.)—to scold, criticize
 recalcitrant (adj.)—defiant, unapologetic
 recapitulate (v.)—to sum up, repeat
 reciprocate (v.)—to give in return
 reclusive (adj.)—solitary, shunning society
 reconcile a. (v.)—to return to harmony;
 b. (v.)—to make consistent with existing ideas

rectitude (n.)—uprightness, extreme morality
 redoubtable a. (adj.)—formidable;
 b. (adj.)—commanding respect
 refract (v.)—to distort, change
 refurbish (v.)—to restore, clean up
 refute (v.)—to prove wrong
 relegate a. (v.)—to assign to the proper place;
 b. (v.)—to assign to an inferior place
 relish (v.)—to enjoy
 remedial (adj.)—intended to repair gaps in students' basic knowledge
 remiss (adj.)—negligent, failing to take care
 renovate a. (v.)—restore, return to original state;
 b. (v.)—to enlarge and beautify
 renown (n.)—honour, acclaim
 renunciation (n.)—a rejection
 repentant (adj.)—penitent, sorry
 replete (adj.)—full, abundant
 repose (v.)—to rest, lie down
 reprehensible (adj.)—deserving rebuke
 repudiate (v.)—to reject, refuse to accept
 repulse a. (v.)—to disgust;
 b. (v.)—to push back
 rescind (v.)—to take back, repeal
 reservoir a. (n.)—reserves, large supply;
 b. (n.)—a body of stored water
 respite (n.)—a break, rest
 resplendent (adj.)—shiny, glowing
 restitution (n.)—restoration to the rightful owner
 restive (adj.)—resistant, stubborn, impatient
 retract (v.)—withdraw
 revel (v.)—to enjoy intensely
 rife (adv.)—abundant
 ruminate (v.)—to contemplate, reflect
 ruse (n.)—a trick

S

sacrosanct (adj.)—holy, something that should not be criticized
 sagacity (n.)—shrewdness, soundness of perspective
 salient (adj.)—significant, conspicuous
 salutation (n.)—a greeting
 sanctimonious (adj.)—giving a hypocritical appearance
 sanguine (adj.)—optimistic, cheery
 satiate (v.)—to satisfy excessively

1.56 □ Verbal Ability

scathing (adj.)—sharp, critical, hurtful
scintillating (adj.)—sparkling
scrupulous (adj.)—painsaking, careful in conduct or manner
scurrilous (adj.)—vulgar, coarse
sedentary (adj.)—sitting, settled
seminal (adj.)—original, important, creating a field
sensual (adj.)—involving sensory gratification, usually related to sex
sensuous (adj.)—involving sensory gratification
serendipity (n.)—luck, finding good things without looking for them
serene (adj.)—calm, untroubled
servile (adj.)—subservient
sinuous (adj.)—lithe, serpentine
sobriety (n.)—sedate, calm
solicitous (adj.)—concerned, attentive
solvent a. (n.)—substances that dissolve other substances; b. (adj.)—able to pay debts
sommolent (adj.)—sleepy, drowsy
sophomoric (adj.)—immature, uninformed
sovereign (adj.)—having absolute authority in a certain realm
speculative (adj.)—not based upon facts, based upon conjecture
spurious (adj.)—false but designed to seem plausible
stagnate (v.)—to become or remain inactive, not develop, not flow
staid (adj.)—sedate, serious, self-restrained
stingy (adj.)—not generous, not inclined to spend or give
stoic (adj.)—unaffected by passion or feeling
stolid (adj.)—expressing little sensibility, unemotional
strenuous (adj.)—requiring tremendous energy or stamina
strident (adj.)—harsh, loud
stupefy (v.)—to astonish, make insensible
subjugate (v.)—to bring under control, subdue
sublime (adj.)—lofty, grand, exalted
submissive (adj.)—easily yielding to authority
succinct (adj.)—marked by compact precision
superfluous (adj.)—exceeding what is necessary
surmise (v.)—to infer with little evidence
surreptitious (adj.)—stealthy
surrogate (n.)—one acting in place of another
sycophant (n.)—one who flatters for self-gain

T

tacit (adj.)—expressed without words
taciturn (adj.)—not inclined to talk; peevish
tangential (adj.)—incidental, peripheral, divergent
tantamount (adj.)—equivalent in value or significance
tedious (adj.)—dull, boring
temerity (n.)—audacity, recklessness
temperance (n.)—moderation in action or thought
tenable (adj.)—able to be defended or maintained
tenuous (adj.)—having little substance or strength
terrestrial (adj.)—relating to the land
timorous (adj.)—timid, fearful
tirade (n.)—a long speech marked by harsh language
toady (n.)—one who flatters in the hope of gaining favours
torpid (adj.)—lethargic, dormant, lacking motion
torrid (adj.)—giving off intense heat, passionate
tortuous (adj.)—winding
tractable (adj.)—easily controlled
tranquil (adj.)—calm
transgress (v.)—to violate, go over a limit
transient (adj.)—passing through briefly; moving in and out of existence
transmute (v.)—to change or alter in form
travesty (n.)—a grossly inferior imitation
trepidation (n.)—fear, apprehension
trite (adj.)—not original, overused
truculent (adj.)—ready to fight, cruel
truncate (v.)—to shorten by cutting off
turpitude (n.)—depravity, moral corruption

U

ubiquitous (adj.)—existing everywhere, widespread
umbrage (n.)—resentment, offense
uncanny (adj.)—of supernatural character or origin
uncouth (adj.)—lacking good manners, refinement, or grace
unctuous (adj.)—smooth or greasy in texture, appearance, manner
undulate (v.)—to move in waves
upbraid (v.)—to criticize or scold severely
usurp (v.)—to seize by force, take possession of without right
utilitarian (adj.)—relating to or aiming at usefulness
utopia (n.)—an imaginary and remote place of perfection

V

vacillate (v.)—to fluctuate, hesitate
 vacuous (adj.)—lack of content or ideas, stupid
 validate (v.)—to confirm, support, corroborate
 vapid (adj.)—lacking liveliness, dull
 vehemently (adv.)—marked by intense force or emotion
 veneer (n.)—a superficial or deceptively attractive appearance, façade, top layer
 venerable (adj.)—deserving of respect because of age or achievement
 venerate (v.)—to regard with respect or to honour
 veracity (n.)—truthfulness, accuracy
 verbose (adj.)—wordy, impaired by wordiness, loud
 vestige (n.)—a mark or trace of something lost or vanished
 vex (v.)—to confuse or annoy
 vicissitude (n.)—alternation between opposite or contrasting things
 vigilant (adj.)—watchful, alert
 vilify (v.)—to lower in importance, defame
 vindicate (v.)—to avenge; to free from allegation; to set free
 vindictive (adj.)—vengeful
 virtuoso (n.)—one who excels in an art; a highly skilled musical performer
 viscous (adj.)—not free flowing, syrupy
 vituperate (v.)—to berate
 vivacious (adj.)—lively, sprightly
 vocation (n.)—the work in which someone is employed, profession
 vociferous (adj.)—loud, boisterous

W

wane (v.)—to decrease in size, dwindle
 wanton (adj.)—undisciplined, lewd, lustful
 whimsical (adj.)—fanciful, full of whims, acting or behaving in a capricious manner
 wily (adj.)—crafty, sly
 winsome (adj.)—charming, pleasing
 wistful (adj.)—full of yearning; musingly sad
 wrath (n.)—vengeful anger, punishment

Z

zealous (adj.)—fervent, filled with eagerness in pursuit of something

zenith (n.)—the highest point, culminating point
 zephyr (n.)—a gentle breeze

A LIST OF 'OLOGIES'

Ology – It is the study of...

anthropology—humans
 apology—bees
 archaeology—past culture of humans
 astrology—stars (for making predictions)
 bacteriology—bacteria
 biology—life
 cartology—maps and map-making
 cetology—whales
 climatology—climate
 conchology—shells
 cosmetology—cosmetics
 cosmology—universe
 criminology—crime and criminals
 cryptology—codes
 ecology—interactions in environments
 entomology—insects
 embryology—embryos
 eschatology—death, judgement, afterlife
 ethnobiology—life pertaining to certain people
 ethnology—cultural heritage
 ethology—animal behaviour
 etiology—causes and reasons
 etymology—a word
 geology—earth
 graphology—handwriting
 herpetology—reptiles
 hippology—horses
 hydrology—water
 ichthyology—fish
 ideology—ideas
 mammalogy—mammals
 meteorology—climate and weather
 microbiology—microscopic life
 morphology—structure of organisms
 musicology—music
 mycology—fungi
 myrmecology—ants
 nephology—clouds
 neurology—brain
 ornithology—birds
 ophiology—snakes
 ophthalmology—eyes
 otology—ears

1.58 □ Verbal Ability

paleoanthropology—ancient human-like creatures
paleobiology—ancient life
paleontology—ancient life, studied through fossils
paleozoology—ancient animals
pathology—disease
pedology—children
petrology—rocks
phantomology—supernatural beings
pharmacology—drugs
pharyngology—pharynx(part of throat)
phenology—periodic biological phenomena
phenomenology—phenomenons
philology—historical language
phonology—speech sounds
phraseology—use of words and phrases

physical anthropology—human characteristics
physiology—characteristics of organisms
phytology—plants(usually called botany)
pomology—fruit
psychology—mind and behavior
pyrology—fire
seismology—earthquakes
sociology—society
somatology—human characteristics
speleology—caves
storiology—stories and legends
topology—characteristics and history of a place
tropical biology—tropical life
vulcanology—volcanoes
zoology—animals

ANTONYMS

PRACTICE EXERCISE 1

- Q 1.** Fickle
- (a) aggressive
 - (b) persistent
 - (c) miraculous
 - (d) hard working
 - (e) timid
- Q 2.** Tranquil
- (a) serene
 - (b) disturbed
 - (c) cowardly
 - (d) beautiful
 - (e) sumptuous
- Q 3.** Gloomy
- (a) disgusting
 - (b) comical
 - (c) versatile
 - (d) spirited
 - (e) dark
- Q 4.** Cacophonous
- (a) loud
 - (b) melodious
 - (c) raucous
 - (d) harsh
 - (e) loud
- Q 5.** Zenith
- (a) crest
 - (b) pinnacle
 - (c) interior
 - (d) nadir
 - (e) acme
- Q 6.** Advance
- (a) retreat
 - (b) goad
 - (c) plod
 - (d) defeat
 - (e) cash
- Q 7.** Coy
- (a) shy
 - (b) reserved
 - (c) optimistic
 - (d) brazen
 - (e) comely
- Q 8.** Dearth
- (a) terror
 - (b) abundance
 - (c) paucity
 - (d) levity
 - (e) life
- Q 9.** Alleviate
- (a) motivate
 - (b) pep up
 - (c) aggravate
 - (d) malign
 - (e) godly
- Q 10.** Callous
- (a) frugal
 - (b) nonchalant
 - (c) sensitive
 - (d) stingy
 - (e) cellular
- Q 11.** Oriental
- (a) fatal
 - (b) occidental
 - (c) fatalistic
 - (d) actuarial
 - (e) bank
- Q 12.** Nascent
- (a) primal
 - (b) senescent
 - (c) primordial
 - (d) modish
 - (e) loud
- Q 13.** Brood
- (a) support
 - (b) exult
 - (c) slander
 - (d) fragmented
 - (e) vermin
- Q 14.** Blasphemy
- (a) irreverence
 - (b) scandalous
 - (c) cursing
 - (d) respect
 - (e) assail
- Q 15.** Shelter
- (a) pillar
 - (b) imperil
 - (c) security
 - (d) refuge
 - (e) protégé
- Q 16.** Condescend
- (a) surrender
 - (b) resist
 - (c) laud
 - (d) disdain
 - (e) come down
- Q 17.** Profound
- (a) minnow
 - (b) deep
 - (c) shallow
 - (d) petty
 - (e) excessive
- Q 18.** Archetype
- (a) unique
 - (b) quixotic
 - (c) duplicate
 - (d) modern
 - (e) ancient
- Q 19.** Frugal
- (a) wasteful
 - (b) ugly
 - (c) provident
 - (d) stylish
 - (e) miserly
- Q 20.** Repugnant
- (a) odious
 - (b) coercive
 - (c) sensitive
 - (d) agreeable
 - (e) repulsive
- Q 21.** Scramble
- (a) simplify
 - (b) decipher
 - (c) cook eggs
 - (d) denigrate
 - (e) jumble
- Q 22.** Elite
- (a) plebeian
 - (b) ignoble
 - (c) boring
 - (d) gentry
 - (e) top class

1.60 □ Verbal Ability

- | | | | | | |
|-------------------|----------------|---------------|-------------------|-----------------|---------------|
| Q 23. Ostensible | (a) crooked | (b) apparent | Q 27. Congenital | (a) inborn | (b) societal |
| (c) hidden | (d) avian | (e) equine | (c) acquired | (d) hereditary | (e) genetic |
| Q 24. Modest | (a) complacent | (b) haughty | Q 28. Hilarious | (a) eulogistic | (b) morose |
| (c) jovial | (d) barbaric | (e) decent | (c) paltry | (d) sportive | (e) comical |
| Q 25. Irrevocable | (a) alterable | (b) ultimate | Q 29. Impecunious | (a) affluent | (b) comatose |
| (c) fixed | (d) moving | (e) permanent | (c) ruthless | (d) superficial | (e) ravenous |
| Q 26. Ludicrous | (a) awesome | (b) awful | Q 30. Absolve | (a) confront | (b) charge |
| (c) lively | (d) grave | (e) somber | (c) accuse | (d) confuse | (e) vindicate |

PRACTICE EXERCISE 2

- | | | | | | |
|-------------------|-----------------|-----------------|------------------|-------------------|----------------|
| Q 1. Ratify | (a) abrogate | (b) pass | (c) platonic | (d) negative | |
| (c) rat race | (d) competition | (e) approving | Q 9. Ambiguous | (a) unequivocal | (b) perplexing |
| (e) pass a law | | | (c) befuddled | (d) murky | (e) uncertain |
| Q 2. Fruitful | (a) productive | (b) abortive | Q 10. Abhorrence | (a) disgust | (b) admiration |
| (c) messy | (d) dingy | (c) animus | (e) loathsome | (d) pathos | |
| (e) prolific | | | Q 11. Meagre | (a) insufficient | (b) ample |
| Q 3. Amplify | (a) rake | (b) abbreviate | (c) marginal | (d) extraneous | (e) scanty |
| (c) assail | (d) mark | | Q 12. Analysis | (a) dissection | (b) criticize |
| (e) magnify | | | (c) projection | (d) synthesis | (e) dialysis |
| Q 4. Abstract | (a) confused | (b) perplexed | Q 13. Condemn | (a) penalize | (b) censure |
| (c) concrete | (d) open | (c) punish | (e) castigate | (d) approve | |
| (e) derive | | | Q 14. Apposite | (a) opposite | (b) ruddy |
| Q 5. Clumsy | (a) adroit | (b) messy | (c) truthful | (d) inappropriate | (e) apt |
| (c) convoluted | (d) boorish | | Q 15. Inflexible | (a) rigid | (b) caustic |
| (e) gauche | | | (c) amenable | (d) acrid | (e) infirm |
| Q 6. Ally | (a) adversary | (b) partner | | | |
| (c) fence-sitter | (d) almighty | | | | |
| (e) relax | | | | | |
| Q 7. Oblivious | (a) apparent | (b) unperturbed | | | |
| (c) nonchalant | (d) alert | | | | |
| (e) absent-minded | | | | | |
| Q 8. Affirmative | (a) obliging | (b) uncivilized | | | |

- | | | | |
|-------------------|-------------------|--------------------|-----------------|
| Q 16. Disparage | | (c) affable | (d) morose |
| (a) indict | (b) slander | (e) relaxed | |
| (c) appreciate | (d) honour | | |
| (e) downsize | | | |
| Q 17. Impede | | Q 24. Coalesce | |
| (a) tolerate | (b) recede | (a) converge | (b) assimilate |
| (c) assist | (d) bother | (c) disperse | (d) moderate |
| (e) cripple | | (e) assemble | |
| Q 18. Dissent | | Q 25. Antediluvian | |
| (a) fall | (b) debacle | (a) modern | (b) antiquated |
| (c) approval | (d) antagonism | (c) stylish | (d) artistic |
| (e) ascent | | (e) lucky | |
| Q 19. Reasoned | | Q 26. Overbearing | |
| (a) logical | (b) arbitrary | (a) servile | (b) dictatorial |
| (c) nurtured | (d) confused | (c) haughty | (d) irate |
| (e) objective | | (e) arrogant | |
| Q 20. Fetid | | Q 27. Lucid | |
| (a) rotten | (b) aromatic | (a) diurnal | (b) pellucid |
| (c) gibberish | (d) bucolic | (c) indifferent | (d) obscure |
| (e) fowl smelling | | (e) transparent | |
| Q 21. Ardent | | Q 28. Puerile | |
| (a) zealous | (b) fanatical | (a) obliging | (b) uncivilized |
| (c) apathetic | (d) bullish | (c) platonic | (d) mature |
| (e) spirited | | (e) credulous | |
| Q 22. Contentious | | Q 29. Pulchritude | |
| (a) irascible | (b) placatory | (a) ugliness | (b) fitness |
| (c) jaundiced | (d) myopic | (c) daintiness | (d) robustness |
| (e) irritable | | (e) charm | |
| Q 23. Buoyant | | Q 30. Eschew | |
| (a) lively | (b) disinterested | (a) taunt | (b) embrace |
| | | (c) possess | (d) castigate |
| | | (e) abstain | |

PRACTICE EXERCISE 3

- | | | | |
|-----------------|----------------|-----------------|-----------------|
| Q 1. Fledgling | | Q 5. Vitriolic | |
| (a) lobbyist | (b) sophomoric | (a) humble | (b) retiring |
| (c) veteran | (d) sapling | (c) pleasant | (d) pure |
| (e) green horn | | (e) bitter | |
| Q 2. Apathy | | Q 6. Soporific | |
| (a) nonchalance | (b) rebuttal | (a) mature | (b) impervious |
| (c) antipathy | (d) empathy | (c) exciting | (d) steep |
| (e) fortune | | (e) dull | |
| Q 3. Bucolic | | Q 7. Ameliorate | |
| (a) penalize | (b) censure | (a) conquer | (b) worsen |
| (c) punish | (d) civic | (c) circumvent | (d) exaggerated |
| (e) rustic | | (e) better | |
| Q 4. Veneration | | Q 8. Voluble | |
| (a) dissuasion | (b) ignorance | (a) tender | (b) capacious |
| (c) passivity | (d) contempt | (c) fragile | (d) taciturn |
| (e) honour | | (e) garrulous | |

1.62 □ Verbal Ability

- | | | | | |
|--------------------|-----------------|----------------|-----------------|----------------|
| Q 9. Fission | (a) splitting | (b) joining | (c) satirical | (d) ironical |
| | (c) spinning | (d) discursive | (e) ardent | |
| (e) nuclear | | | | |
| Q 10. Paucity | (a) intricacy | (b) glut | (a) felony | (b) loyalty |
| | (c) suffering | (d) fastidious | (c) mockery | (d) antagonism |
| (e) scarcity | | | (e) agnosticism | |
| Q 11. Platitude | (a) genuine | (b) unoriginal | (a) silly | (b) inane |
| | (c) boring | (d) jejune | (c) sensible | (d) perplexed |
| (e) abundance | | | (e) impressive | |
| Q 12. Sober | (a) egalitarian | (b) gory | (a) heroic | (b) orthodox |
| | (c) morose | (d) inebriated | (c) villainous | (d) climactic |
| (e) smart | | | (e) rebellious | |
| Q 13. Invigorate | (a) debilitate | (b) enliven | (a) unsociable | (b) sociable |
| | (c) revel | (d) carouse | (c) motivating | (d) ecstatic |
| (e) animate | | | (e) enlightened | |
| Q 14. Insalubrious | (a) pale | (b) sickly | (a) clandestine | (b) fugitive |
| | (c) morbid | (d) wholesome | (c) expatriate | (d) open |
| (e) diseased | | | (e) hidden | |
| Q 15. Spiritual | (a) stellar | (b) apocryphal | (a) vanishing | (b) passing |
| | (c) carnal | (d) vernal | (c) affable | (d) permanent |
| (e) humane | | | (e) mesmerizing | |
| Q 16. Diaphanous | (a) flimsy | (b) thin | (a) decorated | (b) magical |
| | (c) opaque | (d) angry | (c) heavenly | (d) fragrant |
| (e) lamenting | | | (e) unadorned | |
| Q 17. Facetious | (a) comical | (b) grave | (a) sterile | (b) poor |
| | | | (c) amateur | (d) debacle |
| | | | (e) damsels | |

PRACTICE EXERCISE 4

- | | | | | |
|---------------------|------------------|-----------------|-----------------|----------------|
| Q 1. Imperious | (a) docile | (b) unimportant | (a) exonerate | (b) arraign |
| | (c) pacific | (d) sloppy | (c) incarcerate | (d) indict |
| (e) puerile | | | (e) debase | |
| Q 2. Illustrious | (a) nasty | (b) hazy | (a) saucy | (b) respectful |
| | (c) respectful | (d) rich | (c) irreverent | (d) onerous |
| (e) undistinguished | | | (e) crazy | |
| Q 3. Immaculate | (a) contaminated | (b) charge | (a) humour | (b) praise |
| | (c) incarcerate | (d) virgin | (c) honour | (d) grace |
| (e) germinal | | | (e) divine | |
| Q 4. Inculpate | (a) saucy | (b) charge | (a) humour | (b) praise |
| | (c) irreverent | (d) virgin | (c) honour | (d) grace |
| (e) crazy | | | (e) divine | |
| Q 5. Impudent | (a) saucy | (b) charge | (a) humour | (b) praise |
| | (c) irreverent | (d) virgin | (c) honour | (d) grace |
| (e) crazy | | | (e) divine | |
| Q 6. Invective | (a) saucy | (b) charge | (a) humour | (b) praise |
| | (c) irreverent | (d) virgin | (c) honour | (d) grace |
| (e) crazy | | | (e) divine | |

- Q 7. Indigent**
 (a) crooked
 (c) wealthy
 (e) occidental
- Q 8. Imperturbable**
 (a) stoic
 (c) peaceful
 (e) excitable
- Q 9. Impeach**
 (a) allege
 (c) invoke
 (e) vindicate
- Q 10. Imminent**
 (a) likely
 (c) possible
 (e) inevitable
- Q 11. Guileful**
 (a) ingenuous
 (c) malicious
 (e) vague
- Q 12. Intelligible**
 (a) perceptive
 (c) insipid
 (e) incomprehensible
- Q 13. Languid**
 (a) energetic
 (c) jocular
 (e) lachrymose
- Q 14. Innocuous**
 (a) genetic
 (c) cursing
 (e) harmful
- Q 15. Indigenous**
 (a) restive
 (c) crafty
 (e) awkward
- Q 16. Jocular**
 (a) comical
 (c) solemn
 (e) prosaic
- Q 17. Jaunty**
 (a) lively
 (c) comatose
 (e) moribund
- Q 18. Intransigent**
 (a) rigid
 (c) flexible
 (e) prim
- Q 19. Jaundiced**
 (b) reserved
 (d) saintly
- Q 20. Malignant**
 (a) pernicious
 (c) rigid
 (e) impervious
- Q 21. Nullify**
 (a) eradicate
 (c) expedite
 (e) motivate
- Q 22. Lax**
 (a) lenient
 (c) rigorous
 (e) refractory
- Q 23. Macrocosm**
 (a) equitable
 (c) balanced
 (e) behemoth
- Q 24. Munificent**
 (a) generous
 (c) stingy
 (e) prudent
- Q 25. Benevolent**
 (a) cheerful
 (c) malevolent
 (e) bad tempered
- Q 26. Piquant**
 (a) tangy
 (c) risqué
 (e) vulgar
- Q 27. Perseverance**
 (a) patience
 (c) harmony
 (e) love
- Q 28. Unobtrusive**
 (a) arcane
 (c) noticeable
 (e) amorphous
- Q 29. Aggravate**
 (a) worsen
 (c) imperil
 (e) coach
- Q 30. Naïve**
 (a) tyro
 (c) beginner
 (e) inveterate
- (b) diseased**
(c) vulnerable
(d) strong
(b) benign
(d) roomy
(b) ratify
(d) activate
(b) easy
(d) intractable
(b) equitable
(d) microcosm
(b) lavish
(d) provident
(b) optimistic
(d) edgy
(b) racy
(d) bland
(b) joy
(d) inconstancy
(b) morose
(d) amoral
(b) mitigate
(d) redeem
(b) sophisticated
(d) veteran

SYNONYMS

PRACTICE EXERCISE 1

Direction for questions 1 to 20: In the following questions, a word is given followed by four alternatives marked a-d. Select the alternative that conveys the same meaning as the word given.

- Q 1. Amply
 (a) sufficiently
 (b) to dress
 (c) prior
 (d) a brief account of some interesting event or incident

- Q 2. Comport
 (a) abnormal; straying from the normal or usual path
 (b) fitting in
 (c) too dirty or discoloured
 (d) with no shape; unorganized

- Q 3. Abjure
 (a) hard coal
 (b) to recant, renounce, repudiate under oath
 (c) a book whose leaves are so made to form paper frames for holding photographs
 (d) one who or that which accompanies

- Q 4. Hostility; opposition
 (a) cacophonous (b) comeliness
 (c) bombastic (d) antagonism

- Q 5. Alley
 (a) quantity or extent of land, especially of cultivated land
 (b) a narrow street, garden path, walk, or the like
 (c) largeness
 (d) to represent beforehand in outline or by emblem

- Q 6. Wrong; awry
 (a) contentious (b) collusion
 (c) amiss (d) conglomeration

- Q 7. Anglophobia
 (a) hatred or dread of England or of what is English
 (b) having the right or privilege of entry
 (c) to make shorter in words, keeping the essential features, leaning out minor particles
 (d) sourness, with bitterness and astringency

- Q 8. Touching; or adjoining and close, but not touching
 (a) Contiguous (b) abase
 (c) antagonism (d) apposite

- Q 9. Advent
 (a) cheerful willingness
 (b) the coming or arrival, as of any important change, event, state, or personage
 (c) a portable free-reed musical instrument
 (d) the act or state of lying concealed for the purpose of surprising or attacking the enemy

- Q 10. Trite; without freshness or originality
 (a) baroque (b) boor
 (c) chimera (d) banal

- Q 11. Alter
 (a) flood
 (b) one chosen to act in place of another, in case of the absence or incapacity of that other
 (c) to make change in
 (d) the act of cutting off, as in a surgical operation

- Q 12. Analogy
 (a) unnecessary activity or ceremony
 (b) induction or elevation, as to dignity, office, or government
 (c) reasoning in which from certain and known relations or resemblance, others are formed
 (d) that which is near or bordering upon

- Q 13. Corroborate
 (a) to confirm the validity
 (b) tasting sour; harsh in language or temper
 (c) unselfish devotion to the welfare of others
 (d) controversy; dispute

- Q 14. Augment
 (a) one who is skeptical of the existence of know ability of a god or any ultimate reality
 (b) urge; plead for
 (c) increase
 (d) pertaining to soil deposits left by running water

- Q 15. To become a semisolid, soft mass; to clot
 (a) coagulate (b) advocate
 (c) copious (d) abysmal

- Q 16. Amazement or terror that causes confusion
 (a) conjure (b) appease
 (c) analogy (d) consternation

- Q 17. To determine the quality of a substance
 (a) consequential
 (b) cacophonous
 (c) assay
 (d) agrarian

- Q 18. A fortified place or strong defense
 (a) adamant (b) astringent
 (c) bungler (d) bastion

- Q 19. To go away hastily or secretly; to hide
 (a) abaft (b) abscond
 (c) clemency (d) aseptic
- Q 20. Airy
 (a) slight sickness
 (b) delicate, ethereal
 (c) to hate violently
 (d) anything gained, or made one's own, usually by effort or labour

PRACTICE EXERCISE 2

Direction for questions 1 to 20: *In the following questions, a word/phrase is given followed by four alternatives marked a-d. Select the alternative that conveys the same meaning as the word/phrase given.*

- Q 1. Eager readiness or speed
 (a) cloying (b) bode
 (c) alacrity (d) arbiter

- Q 2. Acknowledgement
 (a) recognition
 (b) willing and ready to submit
 (c) very hateful
 (d) answering yes; to a question at issue

- Q 3. Of the land
 (a) complacent (b) approbatory
 (c) beholden (d) agrarian

- Q 4. Anachronism
 (a) pertaining to the act or sense of hearing
 (b) anything occurring or existing out of its proper time
 (c) self-denial
 (d) the entire number, sum, mass, or quantity of something

- Q 5. Being too long, as in a description or expression; a roundabout, indirect, or ungainly way of expressing something.
 (a) abysmal (b) circumlocutory
 (c) complacent (d) awry

- Q 6. Acquit
 (a) able to move or act quickly, physically, or mentally
 (b) to free or clear, as from accusation
 (c) the art or practice of flying aircraft
 (d) portion

- Q 7. To come down from one's position or dignity
 (a) adage (b) condescend
 (c) cajole (d) abandon

- Q 8. *Aide-de-camp*
 (a) a white or delicately tinted fine-grained gypsum
 (b) profound devotion
 (c) an officer who receives and transmits the orders of the general
 (d) goodbye; farewell
- Q 9. To move towards one point (opposite: diverge)
 (a) askance (b) converge
 (c) analogy (d) asperity

- Q 10. Annuity
 (a) an annual allowance, payment, or income
 (b) the superior of a community of monks
 (c) to warn of a fault
 (d) to pile or heap together

- Q 11. Accede
 (a) without determinate shape
 (b) misfortune
 (c) of unknown authorship
 (d) to agree

- Q 12. To overlook; to forgive
 (a) charisma (b) condone
 (c) contempt (d) consecrate

- Q 13. Arrogant
 (a) allure (b) cacophony
 (c) bumptious (d) conjoin

- Q 14. To forgive; to acquit
 (a) chary (b) agast
 (c) absolve (d) accretion

- Q 15. Afoot
 (a) in progress
 (b) to warn of a fault
 (c) to refer incidentally
 (d) an adulterating substance

- Q 16. Something that is abnormal
 (a) cohesion (b) connotative
 (c) atypical (d) alacrity

1.66 □ Verbal Ability

Q 17. Aggregate

- (a) a series of tables giving the days of the week together with certain astronomical information
- (b) the entire number, sum, mass, or quantity of something
- (c) the practical unit of electric current strength
- (d) the state of being attached or joined

Q 18. To acknowledge; admit

- (a) concede
- (b) communal
- (c) attenuate
- (d) arrogate

Q 19. Anode

- (a) the point where or path by which a voltaic current enters an electrolyte
- (b) friendship
- (c) of or pertaining to the times, things, events before the great flood in the days of Noah
- (d) sharpness or bitterness of speech or temper

Q 20. With no shape; unorganized

- (a) asperity
- (b) amorphous
- (c) conviviality
- (d) constrain

PRACTICE EXERCISE 3

Direction for questions 1 to 20: *In the following questions a word/phrase is given followed by four alternatives marked a-d. Select the alternative that conveys the same meaning as the word/phrase given.*

Q 1. Lack of emotion or interest

- (a) apathy
- (b) complacent
- (c) calibre
- (d) anecdote

Q 2. Ailment

- (a) colourless
- (b) a discharge from accusation by judicial action
- (c) slight sickness
- (d) having fine and penetrating discernment

Q 3. Changeable; fickle

- (a) condescend
- (b) complaisance
- (c) cascade
- (d) capricious

Q 4. Abhorrent

- (a) very repugnant; hateful
- (b) a member of an academy of literature, art, or science
- (c) easy to approach
- (d) profound devotion

Q 5. Acrimonious

- (a) full of bitterness
- (b) not conformed to the ordinary rule or standard
- (c) a book whose leaves are so made to form paper frames for holding photographs or the like
- (d) to cause to appear greatly

Q 6. One who believes that a formal government is unnecessary

- (a) confluence
- (b) anarchist
- (c) compromise
- (d) aghast

Q 7. Abdominal

- (a) one who manages affairs of any kind
- (b) not mandatory

- (c) a condensed form as of a book or play
- (d) of, pertaining to, or situated on the abdomen

Q 8. A symbolic description

- (a) conjure
- (b) amiss
- (c) allegory
- (d) chaffing

Q 9. To lump together, causing confusion; to damn

- (a) confound
- (b) abbreviate
- (c) arcane
- (d) candid

Q 10. Americanism

- (a) beginning, ending, or changing suddenly or with a break
- (b) opposing or opposed
- (c) a charge of crime, misdemeanour, or error
- (d) a peculiar sense in which an English word or phrase is used in the United States

Q 11. Suitable (as land) for plowing

- (a) amity
- (b) arable
- (c) adjure
- (d) blatant

Q 12. Alabaster

- (a) before noon
- (b) of, pertaining to, or involving an accusation
- (c) a white or delicately tinted fine-grained gypsum
- (d) a condensed form as of a book or play

Q 13. Not yielding, firm

- (a) awry
- (b) contrite
- (c) abase
- (d) adamant

Q 14. Antipathy

- (a) urge; plead for
- (b) calm; pacify
- (c) aversion; dislike
- (d) increase

Q 15. Advert

- (a) to speak to
- (b) to make explanatory or critical notes on or upon

- (c) to fight
(d) to refer incidentally
- Q 16. Fitting in
(a) comport (b) attenuate
(c) allure (d) beholden
- Q 17. Abdicate
(a) an officer who receives and transmits the orders of the general.
(b) a person or thing that aids the principal agent.
(c) primitive; unsophisticated.
(d) to give up (royal power or the like).
- Q 18. Conferring benefits; kindly
(a) beneficent
(b) amortize
- (c) carte blanche
(d) audacious
- Q 19. Abrupt
(a) designed to excite love.
(b) beginning, ending, or changing suddenly or with a break.
(c) the branch of pneumatics that treats of the equilibrium, pressure, and mechanical properties.
(d) to move faster.
- Q 20. Ablution
(a) a manually skilled worker
(b) dry; barren
(c) ash-coloured; deadly pale
(d) washing

PRACTICE EXERCISE 4

Direction for questions 1 to 20: *In the following questions, a word/phrase is given followed by four alternatives marked a–d. Select the alternative that conveys the same meaning as the word/phrase given.*

- Q 1. Abbot
(a) a discharge from accusation by judicial action
(b) a white or delicately tinted fine-grained gypsum
(c) the superior of a community of monks
(d) sufficiently
- Q 2. Friendly; amiable
(a) affiliate (b) abstemious
(c) affable (d) abeyance
- Q 3. Academy
(a) any institution where the higher branches of learning are taught
(b) induction or elevation, as to dignity, office, or government
(c) the act of detesting extremely
(d) to refer incidentally
- Q 4. Erratic
(a) irresponsible, eccentric; lacking a fixed purpose erratic behaviour
(b) display or wave boastfully
(c) relating to the countryside
(d) dry; barren
- Q 5. Affront
(a) the setting forth of a subject under the guise of another subject of aptly suggestive likeness
(b) a record of events in their chronological order, year by year
(c) the character ‘&’; and
(d) an open insult or indignity
- Q 6. Benevolent
(a) art authoritative statement; a saying
(b) kindly; charitable
(c) to pierce through with a pointed instrument
(d) a distortion of the face to express an attitude or feeling
- Q 7. Affix
(a) to contend angrily or zealously in words
(b) practising an art or occupation for the love of it, but not as a profession
(c) to stick fast or together
(d) to fasten
- Q 8. Exound
(a) to express sorrow or grief over
(b) to set forth in detail; to explain
(c) to make gestures, or indicate feelings by motions
(d) a God
- Q 9. Alienable
(a) occurring or existing before birth
(b) to make inefficient or worthless; muddle
(c) anything forbidden, as by social usage
(d) capable of being aliened or alienated, as lands
- Q 10. Acute
(a) historian
(b) of, pertaining to, or involving an accusation
(c) estrangement
(d) having fine and penetrating discernment
- Q 11. Devout
(a) devoted to religious observances
(b) to beg earnestly

1.68 □ Verbal Ability

- (c) pertaining to public discussion or law courts
- (d) a picture or other description of a person which exaggerates ludicrously one or more of his distinctive features

Q 12. Abet

- (a) to use for one's selfish purpose
- (b) to encourage or support
- (c) origin
- (d) rudely abrupt

Q 13. Condole

- (a) sociable, courteous, and agreeable in manner
- (b) despotic
- (c) to express sympathy with another in sorrow, pain, or misfortune
- (d) inclined to believe anything; easily imposed upon

Q 14. Affiliate

- (a) some auxiliary person or thing
- (b) of or pertaining to an academy, college, or university
- (c) to recognize (v.); to admit the genuineness or validity of
- (d) plentiful (adj)

Q 15. Heresy

- (a) despotic
- (b) historical records
- (c) an opinion held in opposition to the traditional view
- (d) coward

Q 16. Devoid

- (a) implied but not clearly expressed; unquestioning
- (b) lacking in; not possessing
- (c) sharp or harsh in language or temper
- (d) positive in expressing an opinion; asserting an opinion as though it were an undisputed fact

Q 17. Aggrieve

- (a) reasoning in which from certain and known relations or resemblance others are formed
- (b) a vehicle fitted for conveying the sick and wounded
- (c) to give grief or sorrow to
- (d) a volatile, inflammable, colourless liquid of a penetrating odour and burning taste

Q 18. Cringe

- (a) self-satisfied
- (b) to shrink in fear
- (c) prejudiced
- (d) habitually fond of associating in a company or herd

Q 19. Acrimonious

- (a) sharp or harsh in language or temper
- (b) of low morals; corrupt
- (c) to make a mistake or to do something wrong
- (d) one who denies that God exists

Q 20. Craven

- (a) implied but not clearly expressed; unquestioning
- (b) of low morals; corrupt
- (c) coward
- (d) rudely abrupt

PRACTICE EXERCISE 5

Direction for questions 1 to 20: *In the following questions a word/phrase is given followed by four alternatives marked a–d. Select the alternative that conveys the same meaning as the word/phrase given.*

Q 1. Antarctic

- (a) pertaining to the south pole or the regions near it
- (b) corresponding (to some other) in certain respects, as in form, proportion, relations
- (c) some auxiliary person or thing
- (d) eagerly desirous and aspiring

Q 2. Egregious

- (a) a distortion of the face to express an attitude or feeling
- (b) conversation which is amusing and not serious

- (c) a record of a person's or a family's ancestors or relatives
- (d) often of mistakes, extremely and noticeably bad

Q 3. Adjuration

- (a) to pile or heap together
- (b) to wear away the surface or some part of by friction
- (c) a vehement appeal
- (d) anything gained, or made one's own, usually by effort or labour

Q 4. Annuity

- (a) solemn curse; someone or something that is despised
- (b) unreasonable or capricious; tyrannical

- (c) preventing infection; having a cleansing effect
 (d) yearly allowance
- Q 5. Aboriginal**
 (a) primitive; unsophisticated
 (b) passive consent
 (c) villager
 (d) to represent beforehand in outline or by emblem
- Q 6. Fetish**
 (a) a swamp
 (b) something that is believed to have magical powers an object of unreasoning devotion and worship
 (c) to soil or dirty
 (d) to quicken, speed tip
- Q 7. Anterior**
 (a) a member of a municipal legislative body, who usually exercises also certain judicial functions
 (b) prior
 (c) having the right or privilege of entry
 (d) the point where or path by which a voltaic current enters an electrolyte or the like
- Q 8. Apathy**
 (a) to free from blame
 (b) to give a false idea of
 (c) lack of feeling, emotion, or interest
 (d) to express sympathy with another in sorrow, pain, or misfortune
- Q 9. Exploit**
 (a) spirited; ardent
 (b) a swamp
 (c) to use for one's selfish purpose
 (d) quick to find fault about trifles
- Q 10. Abrogate**
 (a) lacking in freshness, originality, or vigour
 (b) liable to make mistakes or be deceived
 (c) a public command or proclamation issued by an authority
 (d) to abolish or render void
- Q 11. Antithesis**
 (a) pertaining to the clergy or the church
 (b) to declare positively; to confirm
 (c) departure, emigration
 (d) contrast; the direct opposite
- Q 12. Deluge**
 (a) thoughtless; taking little care
 (b) to abolish or render void
- (c) a brief summary of the main ideas of a larger work
 (d) a great flood; downpour
- Q 13. Advocate**
 (a) diversion
 (b) one who pleads the cause of another, as in a legal or ecclesiastical court
 (c) any raised place or structure on which sacrifices may be offered or incense burned
 (d) change or modification
- Q 14. Crass**
 (a) personal peculiarity
 (b) coarse and stupid
 (c) well-deserved (applied chiefly to punishment)
 (d) wicked; hateful
- Q 15. Aldermanship**
 (a) invulnerable
 (b) the art or practice of flying aircraft
 (c) the dignity, condition, office, or term of office of an alderman
 (d) to warn of a fault
- Q 16. Disparity**
 (a) inequality; difference in image, quantity, character, or rank
 (b) to punish or criticize severely
 (c) to declare positively; to confirm
 (d) coarse and stupid
- Q 17. Aggrandize**
 (a) having fine and penetrating discernment
 (b) to cause to appear greatly
 (c) to utter with a shout
 (d) the setting forth of a subject under the guise of another subject of aptly suggestive likeness
- Q 18. Cumbrous**
 (a) burdensome and clumsy
 (b) mentally distressed; distracted
 (c) to express sympathy with another in sorrow, pain, or misfortune
 (d) a tombstone inscription
- Q 19. Annex**
 (a) to add or affix at the end
 (b) to recant, renounce, repudiate under oath
 (c) an abiding
 (d) to move faster
- Q 20. Cabal**
 (a) a feeling of hatred
 (b) obnoxiously conceited or self-assertive
 (c) pertaining to public discussion or law courts
 (d) a small group of persons engaged in plotting

ANSWER

ANTONYMS

PRACTICE EXERCISE 1

Q. No.	Answer						
1	(b)	2	(b)	3	(a)	4	(d)
5	(d)	6	(a)	7	(d)	8	(b)
9	(c)	10	(c)	11	(b)	12	(b)
13	(b)	14	(d)	15	(b)	16	(c)
17	(c)	18	(c)	19	(a)	20	(d)
21	(b)	22	(a)	23	(c)	24	(b)
25	(a)	26	(d)	27	(c)	28	(b)
29	(a)	30	(c)				

PRACTICE EXERCISE 2

Q. No.	Answer						
1	(a)	2	(b)	3	(b)	4	(c)
5	(a)	6	(a)	7	(d)	8	(d)
9	(a)	10	(b)	11	(b)	12	(d)
13	(d)	14	(d)	15	(c)	16	(c)
17	(c)	18	(c)	19	(b)	20	(b)
21	(c)	22	(b)	23	(d)	24	(c)
25	(a)	26	(a)	27	(d)	28	(d)
29	(a)	30	(b)				

PRACTICE EXERCISE 3

Q. No.	Answer						
1	(c)	2	(d)	3	(d)	4	(d)
5	(c)	6	(c)	7	(b)	8	(d)
9	(b)	10	(b)	11	(b)	12	(d)
13	(a)	14	(d)	15	(c)	16	(c)
17	(b)	18	(b)	19	(c)	20	(b)
21	(a)	22	(d)	23	(d)	24	(e)
25	(a)						

PRACTICE EXERCISE 4

Q. No.	Answer						
1	(b)	2	(e)	3	(a)	4	(d)
5	(b)	6	(c)	7	(c)	8	(e)
9	(e)	10	(d)	11	(a)	12	(e)
13	(e)	14	(e)	15	(b)	16	(c)
17	(d)	18	(c)	19	(a)	20	(b)
21	(b)	22	(c)	23	(d)	24	(c)
25	(c)	26	(d)	27	(d)	28	(c)
29	(b)	30	(b)				

SYNONYMS**PRACTICE EXERCISE 1**

Q. No.	Answer						
1	(c)	2	(b)	3	(d)	4	(b)
5	(b)	6	(c)	7	(a)	8	(a)
9	(b)	10	(d)	11	(c)	12	(c)
13	(a)	14	(c)	15	(a)	16	(d)
17	(c)	18	(d)	19	(b)	20	(b)

PRACTICE EXERCISE 2

Q. No.	Answer						
1	(c)	2	(a)	3	(d)	4	(b)
5	(b)	6	(b)	7	(b)	8	(c)
9	(b)	10	(a)	11	(d)	12	(b)
13	(c)	14	(c)	15	(a)	16	(c)
17	(b)	18	(a)	19	(a)	20	(b)

PRACTICE EXERCISE 3

Q. No.	Answer						
1	(a)	2	(c)	3	(d)	4	(a)
5	(a)	6	(b)	7	(d)	8	(d)
9	(a)	10	(a)	11	(b)	12	(c)
13	(d)	14	(c)	15	(d)	16	(a)
17	(d)	18	(a)	19	(b)	20	(d)

PRACTICE EXERCISE 4

Q. No.	Answer						
1	(c)	2	(c)	3	(a)	4	(a)
5	(d)	6	(b)	7	(d)	8	(b)
9	(d)	10	(d)	11	(a)	12	(b)
13	(c)	14	(a)	15	(c)	16	(b)
17	(c)	18	(b)	19	(a)	20	(c)

PRACTICE EXERCISE 5

Q. No.	Answer						
1	(a)	2	(d)	3	(d)	4	(d)
5	(a)	6	(b)	7	(b)	8	(c)
9	(c)	10	(d)	11	(d)	12	(d)
13	(b)	14	(b)	15	(c)	16	(a)
17	(b)	18	(a)	19	(a)	20	(d)

HINTS AND EXPLANATIONS**ANTONYMS****Practice Exercise 1**

- (b) Fickle means changing unpredictably and persistent means consistent, which does not change.
- (b) Tranquil means peaceful, so its antonym will be disturbed.
- (a) Gloomy means sad and depressed, spirited means lively.
- (d) Cacophonous means harsh and unpleasant.
- (d) Zenith is the topmost point, and nadir is the lowest point.
- (a) Advance means to move ahead and retreat means to withdraw.
- (d) Coy means shy, brazen means rude and shameless.
- (b) Dearth means scarcity, so abundance is the opposite.
- (c) Alleviate means to make the things more bearable, aggravate means to worsen.
- (c) Callous means insensitive, so sensitive is the antonym.
- (b) Oriental means pertaining to East so occidental, which means pertaining to West.

- (b) Nascent means new so senescent means old is the opposite.
- (b) Brood means to sulk, opposite can be exult, to praise highly.
- (d) Blasphemy means insulting God or religion, so respect is the opposite.
- (b) Shelter means to protect, so imperil i.e., to risk or endanger oneself is the answer.
- (c) Condescend means to belittle, so laud which means to praise is the opposite.
- (c) Shallow profound means deep, so shallow.
- (c) Archetype means original, so duplicate.
- (a) Frugal means economical, so wasteful.
- (d) Repugnant means deserving hate, so agreeable.
- (b) Scramble means to jumble or mix randomly, so decipher, which means to crack a code.
- (a) Elite, belonging to the upper class, so plebeian, pertaining to the masses.
- (c) Ostensible means apparent, so hidden.
- (b) Modest means unassuming, so haughty means arrogant.
- (a) Irrevocable means something which can't be undone, so alterable.

26. (d) Ludicrous means humorous, so grave.
27. (c) Congenital means acquired by birth, so acquired.
28. (b) Hilarious means comical, so morose means sorrowful or depressive.
29. (a) Impecunious means poor, so affluent.
30. (c) Absolve, means to free from charges or blame, so accuse is the opposite.

Practice Exercise 2

1. (a) Ratify means to pass a law, so abrogate i.e., to cancel a law.
2. (b) Fruitful means successful, so abortive which means unsuccessful.
3. (b) Amplify means increase, so abbreviate.
4. (c) Abstract means hazy and intangible, so concrete.
5. (a) Clumsy means awkward, so adroit which means skilled.
6. (a) Ally means a friend and supporter, so adversary.
7. (d) Oblivious means unaware, so alert.
8. (d) Affirmative means positive.
9. (a) Ambiguous means unclear, so unequivocal which means definite is the antonym.
10. (b) Abhorrence means hatred, so admiration.
11. (b) Meager means less.
12. (d) Synthesis is the opposite of analysis.
13. (d) Condemn means to criticize, so approve.
14. (d) Apposite means appropriate, so inappropriate.
15. (c) Inflexible is the opposite of amenable which means flexible.
16. (c) Disparage means to belittle, so opposite is appreciate.
17. (c) Impede means to hinder, so opposite is assist.
18. (c) Dissent means disagreement, so opposite is approval.
19. (b) Arbitrary means not clear.
20. (b) Fetid means rotten, so opposite is aromatic.
21. (c) Ardent means very interested, so opposite means apathetic or insensitive.
22. (b) Contentious means argumentative or quarrelsome, so opposite is placatory.

23. (d) Buoyant means lively or spirited, so opposite is morose.
24. (c) Coalesce means to join, so disperse.
25. (a) Antediluvian means very old, so modern.
26. (a) Overbearing means haughty, so servile.
27. (d) Lucid means easy to understand, so obscure.
28. (d) Puerile means childish, so mature.
29. (a) Pulchritude means beauty, so ugliness.
30. (b) Eschew means to avoid, so embrace.

Practice Exercise 3

1. (c) Fledgling means young and inexperienced, so veteran.
2. (d) Empathy is the opposite of apathy.
3. (d) Bucolic means village like, so civic.
4. (d) Veneration means respect, so opposite is contempt.
5. (c) Vitriolic means bitter and biting, so pleasant.
6. (c) Soporific means causing sleep, so exciting.
7. (b) Ameliorate means to improve, so worsen.
8. (d) Voluble means expressing fluently, so taciturn.
9. (b) Fission means splitting, so joining.
10. (b) Paucity means lack of, so glut which means abundance.
11. (b) Platitude means clichéd, so unoriginal.
12. (d) Sober, means not drunk, so inebriated means drunken.
13. (a) Invigorate means to energize, so debilitate means to cripple.
14. (d) Insalubrious means unhealthy, so wholesome.
15. (c) Carnal means showing physical desire, so carnal.
16. (c) Diaphanous means transparent, so opaque.
17. (b) Facetious means humorous, so grave.
18. (b) Perfidy means disloyalty, so loyalty.
19. (c) Fatuous means silly and pointless, so sensible.
20. (b) Heretical means against established religious views, so orthodox.
21. (a) Gregarious means group loving, so unsociable.
22. (d) Furtive means secretive, so open.
23. (d) Fleeting means passing and disappearing, so permanent.

1.74 □ Verbal Ability

24. (e) Flowery means decorated so unadorned.
25. (a) Fecund means fertile, so sterile.

Practice Exercise 4

1. (b) Imperious means authoritative, so docile.
2. (e)
3. (a) Immaculate means pure, so contaminated.
4. (d) Inculpate means to blame, so indict.
5. (b) Impudent means showing casual disrespect, so respectful.
6. (c) Invective means abuse or verbal insult, so praise.
7. (c) Indigent means poor, so wealthy.
8. (e) Imperturbable means one who can't be disturbed.
9. (e) Impeach means to charge a public official, so vindicate.
10. (d) Imminent means likely to happen, so remote.
11. (a) Guileful means deceptive, so ingenuous.
12. (e) Intelligible means perceptible.

13. (e) Languid means tired, so energetic.
14. (e) Innocuous means harmless.
15. (b) Indigenous means native of, so foreign.
16. (c) Jocular means comical, so solemn, serious.
17. (d) Jaunty means lively and cheerful, so sedate.
18. (c) Intransigent means stubborn, so flexible.
19. (a) Jaundiced means prejudiced, so optimistic.
20. (b) Benign is the opposite of malignant.
21. (b) Nullify means to cancel a law, so ratify.
22. (c) Lax means not strict.
23. (d) Microcosm.
24. (c) Munificent means generous, so stingy.
25. (c) Benevolent means kind and generous, so malevolent.
26. (d) Piquant means sharp and biting, so bland.
27. (d) Perseverance means consistent.
28. (c) Unobtrusive means something which is not very clear or distinct.
29. (b) Aggravate means to worse, so mitigate, means to make bearable.
30. (b) Naïve means unworldly, so sophisticated.

Idioms and Phrases

6

LEARNING OBJECTIVES

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

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

IDIOMS

An expression or phrase or collection of words, often informal, that has a meaning of its own which is not apparent from the meanings of its individual words is an IDIOM. In other words, meaning of IDIOMS is generated through the collection of individual words. For example “To kick the bucket” is an idiom which means “to die.” Knowledge of Idioms is important because in the absence of it, key meaning of passage or sentence may not be understood.

Following pages contain a list of the most commonly encountered idioms and their meanings.

A

Abide by—adhere to, agree to
Above board—honest, fair, frank
Account for—provide an explanation for
All agog—in a state of excitement
All and Sundry—everyone without exception
All intents and purposes—practically, in actual practice
An axe to grind—selfish motive
Answer a purpose—to serve a purpose

Answer for—take the responsibility for
Apple of discord—cause of quarrel, a bone of contention
Apple of one’s eye—an object of love, the most valuable possession

Apple pie order—in perfect order
Ask after—inquire about one’s condition or health
Ask for—asked to be given, to run the risk of something negative

Ask out—invite to a function (or an outing or a party)

At a low ebb—in a state of decline

At a pinch—in a difficulty

At a stone’s throw—very near

At a stretch—continuously, without a break

At an arm’s length—to keep aloof, to avoid, to keep at a distance

At any rate—in any event, under any circumstances

At home in—to be strong, to be comfortable with a subject

At one’s beck and call—at one’s disposal or command

At one’s fingertips or ends—to be an expert at something

At par—on level with, of a similar quality

At random—aimlessly, without goals

At sea—weak, perplexed

At sixes and sevens—in disorder, pell-mell

1.76 □ Verbal Ability

At stake—in danger
At the bottom—real cause
At the eleventh hour—at a late stage, at the last moment
At the mercy of—in the power of
At the outset—right in the beginning
A.B.C.—elementary facts
Achilles Heels—persons weak or vulnerable point
to Add fuel to the fire—to increase anger
to be At daggers drawn with—to be enemies, to be on bad terms
to be At one's wit's end—to be in a fix or confusion, to be perplexed
to be At large—to be free and not under any control

B

Back out—to withdraw, to break a promise
Bad blood—enmity, bad feelings
Bag and baggage—completely, leaving behind nothing
Be off one's head—to be mad, insane
Bear a grudge—to have bitter feelings towards someone
Bear in mind—remember
Bear up—keep one's spirits under hostile conditions
Bed of roses—full of joys and pleasures
Bed of thorns—full of sufferings
Behind one's back—in one's absence
Beside the mark—irrelevant, not to the point
Between the devil and the deep sea—to be in a fix or between two difficulties
Big gun—an important figure
Bird's eyview—a general view or study
Black sheep—a disgraceful person
Blessing in disguise—a certain thing which appears to be a curse in the beginning but proves to be a blessing in the end
Blow one's own trumpet—to speak proudly of one's achievements
Blow over—to end, to extinguish/terminate
Blue blood—a member of aristocracy
Bolt from the blue—a sudden shock or calamity
Bone of contention—a cause of quarrel
Bread and butter—livelihood
Breakdown—mental or nervous collapse of a person
Break-in—enter with the aim of stealing
Bring up—to rear the children; to start a topic for discussion
Buckle under—to accept under pressure, to give in
Burning question—an important question or topic of the day
By far—beyond all comparison

By hook or by crook—by all means, fair or foul
By leaps and bounds—rapidly, at a rapid pace
By no means—in no way
By virtue of—on account of
to Bank upon—to depend, to rely
to Be born with a silver spoon in one's mouth—born in prosperous circumstances
to Be in the good books—to be in favour with
to Be in the bad books—to be in disfavour with
to Bear the brunt of—to bear the consequences
to Bear the palm—to win reward
to Beat about the bush—to talk irrelevant
to Beat a retreat—to retire, to move back
to Beat hollow—to defeat completely
to Bell the cat—to face a risk
to Bid fair—likely to be
to Break the ice—to break the silence, to get over initial shyness
to Bring credit to—to bring fame and honour
to Bring down the house—to win general praise
to Bring to book—to punish the guilty
to Burn one's fingers—to get into trouble
to Burn the candle at both ends—to waste one's energy, time and money uselessly
to Burn the midnight oil—to work very hard till late at night
to Bury the hatchet—to forget a quarrel, to make peace

C

a Cat's paw—to make somebody a tool
a Chicken-hearted person—a cowardly person
a Child's play—something very easy
a Cock and bull story—an imaginary or false story
a Cool head—a calm judgment
a Cry in the wilderness—a useless cry
Call on—to pay a visit
Capital punishment—punishment of death
Care about—to feel for someone/something
Care for—have respect or regard for someone
Cast down—depressed, dejected
Casting vote—a vote which decides the issue when the voting is otherwise equal
Close shave—a narrow escape
Come of—come from, descended from
Come off—to be successful
Come round—become conscious; to visit; adopt an opinion
Come to hand—receive

Count on—to believe in, rely on
 Count out—to disregard
 Crocodile tears—false tears
 Cut and dried—in a readymade form
 to Call a spade a spade—to speak in plain terms, to speak out openly
 to Call into question—to object to
 to Carry fire and sword—to cause destruction
 to Call for—to demand
 to Carry off one's feet—to be wild with excitement
 to Carry the day—to win, to succeed
 to Cast a slur upon—to bring a blot, to bring discredit
 to Cast a spell over—fascinate or attract
 to Cast into the shade—to throw into obscure position
 to Catch napping—to take unawares
 to Catch tartar—to meet with a person who is more than a match for one
 to Change colour—to turn pale with fear
 to Chew the cud—to think deeply
 to Clinch the issue—to decide the matter
 to Come of age—to be major, to be twenty-one
 to Come off with flying colours—to succeed well
 to Come to a head—to reach a crisis
 to Come to a standstill—to come to a stop
 to Come to grief—to suffer, to be ruined, to fail
 to Compare notes—to discuss impressions or opinions
 to Cool one's heels—to wait for somebody patiently
 to Cross one's mind—to come into one's mind
 to Cross swords—to fight
 to Cry for the moon—to wish for something impossible
 to Cry over spilt milk—to waste time in vain, repent over lost opportunities
 to Cut a sorry figure—to feel humbled, to make oneself ridiculous, to produce a poor result
 to Cut no ice—to have no effect
 to Cut the Gordian knot—to get over a difficulty by a bold strike

D

a Dead letter—no longer in use
 a Deadlock—a position in which no progress can be made
 a Dog in the manger—a selfish policy
 a Drawn game or battle—in which no party wins
 Dark horse—a competition of unknown capabilities
 Dead of night—in the middle of
 Dead shot—a marksman whose aim never goes wrong
 Deal in—to trade in something, to be busy with something

Democle's sword—an impending danger
 Die down—reduce to zero slowly, to diminish and finish
 Die hard—customs that require a long period to die out
 Dirt cheap—very cheap
 Do away with—reject, get rid of
 Do one proud—to give cause for feeling proud
 Do up—put in better condition
 Down and out—completely beaten
 Draw in—to pull into something
 Dress down—to scold, censure, rebuke
 Dutch courage—fictitious courage induced somehow
 to be Dashed to the ground—to fail
 to Dance attendance upon—to wait on somebody always
 to Dance to one's tune—to carry out orders
 to Decline with thanks—to refuse or neglect
 to Die in harness—to die while working till death
 to Do full justice—to have one's fill, to do a thing thoroughly
 to Drive home—to lay emphasis on, to make something very clear

E

at the Eleventh hour—at the last moment
 Eat into—to destroy
 Eat one out of house and home—to eat in a gluttonous manner
 Eat one's heart out—to worry excessively
 Eat out of one's hand—give no trouble
 Enough and to spare—in plenty
 Every inch—completely
 Eye for eye—tit for tat
 Eyewash—means of deceit
 to Eat humble pie—to offer an humble apology
 to Eat one's words—to go back on one's promise, to back out
 to Egg on—to keep urging regarding something
 to End in smoke—to come to nothing
 to Extend the hand of friendship—to express a desire for friendship

F

a Fair hand—a beautiful and clear hand
 a Fair weather friend—a selfish friend
 a Fatal disease—a disease that ends in death

1.78 □ Verbal Ability

a Far cry—a long way or distance
a Feather in one's cap—another achievement to be proud of
a Fish out of water—to be in an uncomfortable position
a Flying visit—a hasty and brief visit
a Fool's paradise—state of joy based on false hopes
by Fits and starts—irregularly
Face-to-face—personally
Fair play—impartial treatment
Fall flat—collapse, flop, fail to generate interest
Fall foul of—to incur the disfavour of
Fall over one another—to try and do something before others
Fed up—to be tired of to be sick of
Few and far between—few and rare
First and foremost—important
Flesh and blood—human nature
Fly at—attack
Fly in the face of discretion—foolishly take a course that is not logical
Fly off at a tangent—to start discussing something totally irrelevant
For good—for ever
Foul play—bad intentions
From hand to mouth—a miserable existence
to Face the music—to face trouble, to face consequences of one's actions
to Fall to the ground—to come to nothing
to Fan the flames—to increase excitement
to Feather one's nest—to care for one's selfish interest
to Feel at home—to feel happy or at ease
to Fight shy of—to attempt to avoid a thing or person
to Fish in troubled waters—to take advantage of the troubles of others
to Fizzle out—failed out gradually
to Flog a dead horse—to waste one's energy and time
to Fly in the face of—to insult
to Follow in the footsteps of—to follow somebody's example
to Follow suit—to follow example of
to Foot the bill—to pay the bill

G

Gala day—a day of rejoicings
Gift of the gab—fluency of speech
Give and take—the making of mutual concessions, *quid pro quo*
Give currency to—to give wide publicity

Go in for—to take up as an occupation
Go off the deep end—to lose temper
Go the rounds—be circulated
Grain of salt—to believe only a part of statement to be Greek—unintelligible, not clear
to be a Good hand at—to be expert
to Gain ground—to progress
to Get at the bottom of—to find out the truth
to Get away with—to do something without the fear of any repercussion
to Get back at—to retaliate
to Get down to brass tacks—decide about the practical details
to Get into a mess—to get into muddle
to Get into a scrap—to be involved in a difficult situation
to Get into hot water—to get into scrap, to get into trouble
to Get on one's nerves—to be a source of worry
to Get the better of—to overpower, to defeat
to Get the sack—to be dismissed
to Get the upper hand—to become stronger, to get the better position
to Get wind of—to come to know of
to Gird up one's loins—to prepare oneself for a work
to Give a bit or a piece of one's mind—to rebuke; to scold
to Give a person the cold shoulder—to show a person apathy
to Give a slip—to escape
to Give a wide berth to—to avoid, to keep aloof from
to Give away—to reveal, betray, disclose
to Give chapter and verse—to give full proof
to Give in—to yield to pressure, to succumb
to Give oneself airs—to assume a superior attitude, to feel proud
to Give quarter to—to have sympathy with
to Give the cold shoulder—to receive in a cold and careless manner
to Give way—collapse, replace by
to Go against the grain—against one's likings
to Go all out for—to make the maximum possible effort
to Go by—to judge something by
to Go easy—not to use excessively
to Go hand-in-hand—to go together
to Go scot-free—to escape unpunished
to Go the whole hog—to go to the fullest extent; to agree
to Go through fire and water—to make every sacrifice
to Go to dogs—to be utterly ruined

to Go to the wall—to be ruined to, be hard pressed
 to Go with the current—to follow the general trend
 to Go without saying—to be clear
 to Go home to—to appeal
 to Grease the palm—to bribe

H

a Hair breadth escape—a narrow escape
 a Hard nut to crack—a difficult problem, a stubborn person
 Hair standing on end—a sign of fear and surprise
 Hale and hearty—very healthy and sound
 Hammer and tongs—with all might
 Hand in gloves with—on very intimate terms, also in close association
 Hang by a thread—to be in a miserable condition
 Hang heavy—difficult to pass
 Happy go lucky—careless, depending on good luck
 Hard and fast—strict
 Hard of hearing—somewhat deaf
 Hard up—in financial difficulty
 Haunted house—in which ghosts or spirits are supposed to live
 Heads and shoulders above others—very superior
 Heart and soul—with full energy
 Henpecked—a husband under the control or thumb of his wife
 Herculean task—a work requiring great efforts
 High spirits—to be very happy
 High time—proper time
 Hobson's choice—no choice at all
 Hold good—to be valid
 Hold on—to continue efforts
 Hold out—not yield
 Hole and corner—secret and underhand
 Horns of dilemma—to be in a fix
 Hue and cry—to raise a great cry and or stir, to raise alarm
 Hush money—a bribe, price of silence
 to be Hoisted with one's petard—to be killed with one's own sword
 to Hammer out—to plan, to devise
 to Hang in the balance—undecided
 to Hang fire—delayed
 to Harp on the same string or scheme—to talk continuously of the same matter
 to Have a bee in one's bonnet—to take the remarks seriously
 to Have a finger in every pie—to interfere unnecessarily
 to Have a windfall—unexpected good fortune

to Have an old head on young shoulders—ripe in wisdom but young in years
 to Have one's hands full—to be very busy
 to Have one's way—to do one's own will
 to Hit below the belt—to be mean, to fight unfairly
 to Hit the ceiling—to give an outlet to anger
 to Hit the nail on the head—to do what is proper at a proper time
 to Hold a brief—to support be action or influence
 to Hold a candle to—to be equal to, to be comparable to the other
 to Hope against hope—to entertain hope when thee is no hope
 to Hold the baby—be burdened with a task that should be shared by others too
 to Hold one's own—to maintain one's position boldly
 to Hold water—to be valid
 to Hold no water—not valid

I

an Iron hand—severe hand
 an Iron will—strong determination
 an Irony of fate—happening of events contrary to natural expectations
 In a nutshell—briefly, as a summary
 In black and white—in writing
 In cold blood—cruelly
 In full swing—in great progress
 In the air—widespread, prevalent
 In the course of—during
 In the face of—in spite of
 In the guise of—in the dress of
 In the light of—keeping in view
 In the long run—at the end
 In the nick of time—just in time
 In the teeth of—in the face of
 In the twinkling of an eye—in no time
 In the wake of—behind
 In tune with—in keeping with
 In vogue—to be in fashion
 Ins and outs—full details
 Iron out—smoothen
 to be In one's elements—in one's proper sphere

J

Jack of all trades—a person supposed to know everything partially
 to Hold no water—not valid
 Jail bird—a person who has been to jail many times

1.80 □ Verbal Ability

Jump at—to accept immediately
Jump down one's throat—to reply in an angry manner
Jump on—to scold severely
Jump to the conclusion—to arrive at a conclusion soon

K

Keep to—stick to, adhere to
Keep up with—to keep pace with
Kick up the dust—to create disturbance
Kith and kin—relatives
to Keep a good table—to entertain
to Keep a straight face—to avoid smiling or laughing
to Keep abreast of—to be familiar with
to Keep body and soul together—to remain alive
to Keep one's head—to remain mentally calm in an emergency
to Keep one's head above water—to tide over difficulty, to escape debt
to Keep the ball rolling—to maintain interest of a conversation
to Keep the powder dry—to be ready for any work
to Keep the wolf from the door—to keep away, hunger and starvation
to Keep up appearances—to maintain outward show
to Kick up a row—to make a great noise
to Knock down—to defeat
to Knock off—to reduce; stop working

L

a Left-handed compliment—a false praise
at a Low ebb—on the decline
Labour of love—work undertaken not for profit but for service
Laughing stock—an object of ridicule
Lay off—to remove from work
Leap in the dark—a careless action
Lend oneself to—allow to be carried away
Let down—to fail to keep promise
Let off—released
Let up—to be sluggish
to the Letter—completely
Life and soul—main figure
Lion's share—a major share
Live up to—to maintain certain standards
Loaves and fishes—material comforts
Lock, stock and barrel—with all belongings

Look blue—to feel nervous or depressed
Look down one's nose—to regard others contemptuously
Look forward to—to expect with pleasure
Look on—watch carefully
Look out—take care
Look to—to request for help
Look up—to verify
Look up to—to admire something/someone
to Land an ear—to listen to
to Land on one's feet—to be lucky
to Laugh in one's sleeves—to laugh in secret but not openly
to Lead a cat and dog life—to lead a life of constant quarrelling
to Lead a dog's life—to lead a miserable life
to Lead astray—to misguide
to Leave in the lurch—to leave in time of difficulty and trouble
to Leave no stone unturned—to make all possible efforts
to Let bygones be bygones—to ignore the past
to Let off steam—to react aggressively to release the tensions
to Lie in wait for—to wait for in concealment
to Live in glass-houses—to be open to criticism
to Lose head—to lose balance of mind, to be proud

M

a Man of straw—a man with no voice or will of his own
a Moot point—a point or question still open to discussion
Maiden speech—a speech made for the first time
Man in the street—an ordinary person
Man of letters—a scholar with literary tastes
Man of moment—an important person
Man of word—a reliable person
Much ado about nothing—to make fuss
to Make a clean sweep of—to remove completely
to Make a dash—to go quickly
to Make a mark—to distinguish oneself
to Make a mess of—to bungle
to Make a mountain of mole hill—to exaggerate difficulties or trifles
to Make a pint of—to do something (certainly)
to Make amends for—to compensate for damage or injury
to Make an example of—to punish someone to make it a warning to others

to Make away with—to carry off
 to Make both ends meet—to live within one's income
 to Make do without—to manage without something
 to Make free with—to take liberty with
 to Make hay while the sun shines—to make the best use of the opportunity
 to Make headway—to progress slowly and steadily
 to Make light of—to treat lightly, to attach no importance
 to Make much of—to make an issue of something trivial
 to Make neither head nor tail of—not to understand
 to Make one's way—to succeed, to prosper
 to Make the flesh creep—cause someone to feel fear
 to Make the heart bleed—to be filled with sorrow or pity
 to Make up—to compensate
 to Make up one's mind—to resolve
 to Make up with—to compose one's differences
 to Make way—to make room for others
 Wide of the mark—irrelevant

N

a Narrow escape—to be saved with a great difficulty
 a Necessary evil—something which cannot be avoided
 Neck and neck—side by side; even in a race or contest
 Nook and corner—everywhere
 Not worth the salt—good for nothing
 Now and again—occasionally
 Null and void—invalid, of no effect
 to Nip in the bud—to destroy a thing at the very beginning
 to Nurse a grudge—to have jealousy or revenge

O

Odds and ends—different things, big and small
 Off hand—without previous preparation
 Of no avail—of no use
 Of one's own accord—of one's own free will
 On one's last legs—about to fall
 On the sly—privately
 On the spur of the moment—without any deliberation, at once
 Order of the day—something common or general
 Out of pocket—without money, short of
 Out of the wood—out of danger or difficulty
 Once for all—finally
 Out of joint—in disorder and confusion
 On the face of it—apparently

On the ground of—for
 to be On the lookout for—to be in the search of
 to be On the right scent—to be going in right direction
 to be On the right side of—to be less than or below
 to be On the wane—to decline
 to be On the wrong side of—to be more than

P

Pillar to post—form one place of shelter to another
 Point blank—frankly
 Pros and cons—arguments for and against
 to Pay in the same coin—to give tit for tat
 to Pay lip service—sympathy, to pretend to be faithful
 to Pay off old scores—to have revenge
 to Play ducks and drakes—to spend lavishly
 to Play fast and loose—to say one thing and to do another (be inconsistent)
 to Play into the hands of—to be under the control of
 to Play second fiddle—to be in a subordinate position
 to Play to the gallery—to appeal to lower taste
 to Play truant—to stay away from class
 to Plead quality—to confess one's crime
 to Pocket an insult—to bear insult quietly
 to Poison one's ears—to prejudice
 to Poke one's nose—to interfere with
 to Pull a long face—to look sad and worried
 to Pull one's legs—to make a fool of
 to Put a spoke in one's wheel—to hinder one's progress
 to Put heads together—to consult
 to Put one's foot down—to show determination
 to Put the best foot forward—to do one's best
 to Put the cart before the horse—to do things in a wrong manner

R

a Rainy day—a time of difficulty or poverty
 a Red letter day—auspicious day of rejoicing, lucky and important day
 a Red rag to a bull—highly irritating, a cause for anger
 a Rolling stone—one who is never constant to one work or the other
 a Rough diamond—an illiterate but noble person
 a Royal road—an easy way to achieve an end
 Rain or shine—under all circumstances
 Red tapism—official formalities causing excessive delays
 Right hand man—a very useful person on whom one can depend

1.82 □ Verbal Ability

Rise from the ranks—to rise from a humble position
Root and branch—completely, entirely
Run over—go over
the Rank and file—the masses
to Rack one's brains—to think hard
to Read between the lines—to read carefully
to Rest on one's laurels—to rest satisfied with the hon-
ours already won
to Rest on one's oars—to rest after hard work
to Ride roughshod over—to be inconsiderable or cruel
to Rise to the occasion—to be found equal to the task
to Rub shoulders with—to come in close touch with
to Run amuck—to go mad
to Run down—weak in health
to Run riot—to wander without restraint
to Run the gauntlet—to undergo severe criticism

S

a Sharp tongue—a bitter tongue
a Sheet anchor—the main support
a Square deal—a fair bargain, justice
a Square meal—full meal
a Square peg in a round hole—a misfit
a Stepping stone—source of success or help
a Storm in a tea cup—a quarrel for trifling reason
a Stumbling block—a great obstacle
by the Skin of one's teeth—very narrowly
Scapegoat—a person who is made to bear the blame of
others
Scot free—to go without punishment
See through—understand
Shake in the shoes—to be in a state of fear
Shake off—to get rid of
Side issue—something not connected with the matter in
hand
Sing low—to express one's views in an inconspicuous
manner
Sink differences—to forget/overlook differences
Smooth sailing—no difficulty
Snake in the grass—a hidden enemy, a deceitful person
Sniff at—to show derision for
Spill one's sides—to laugh merrily
Stand by—to support
Steer clear of—to avoid, to keep aloof
Sum and substance—gist, purport
Sweet tooth—liking for sweetmeat
Swelled head—pride
Sword of damocles—an impending danger

to do a Snow job—to fool someone
to Sail in the same boat—to be equally exposed to risk
to Sail under false colours—to pretend to be what one is
not, to try to deceive
to Save one's skin—to accept without loss
to See a thing through coloured glasses—to see a thing
with a prejudiced mind
to Set at naught—to disregard
to See eye-to-eye with—to agree
to Set thames on fire—to try to achieve an impossible
distinction
to Show a clean pair of heels—to run away
to Show the white feather—to show signs of cowardice
to Sing the blues—to exhibit a discouraged attitude
to Sit on the fence—to remain neutral
to Sit pretty—to be in a safe and comfortable position
to Sit up—to take notice of
to Smell a rat—to suspect something
to Sow the wild oats—to indulge in youthful follies
to Speak one's mind—to speak frankly
to Speak volumes—to bear sufficient evidence for or
against
to Spill the beans—to give secret information
to Split hairs—to go into minute details
to Spread like a wild fire—to spread rapidly
to Stand in good stead—to be useful and serviceable
to Stand on one's own legs—to be independent
to Stand on ceremony—to insist on formalities
to Stand up for—to support
to Stare in the face—to threaten
to Steal a march—to get the advantage secretly
to Stem the tide of—to check, to stop
to Step into another's shoes—to take another's place
to Stick to one's guns—to stand firm, to stick to one's
principles
to Strain every nerve—to try one's best
to Stretch a point—to bend the rules
to Swallow the bait—to fall an easy victim to tempta-
tions

T

a Thorn in the flesh—to be a source of anger or displea-
sure
a Turncoat—a person who changes opinions
a Turning point—anything that brings change
on Tenterhooks—in a state of suspense and anxiety
Take ill—fall ill; consider unfavourably
Take the cake—to be the topmost
Tall talk—boastful and exaggerated talk

Thankless task—a selfless work for which we cannot expect anything
 The thin edge of the wedge—small beginning with bright future
 The three R's—reading, writing and arithmetic
 Through thick and thin—under all circumstances
 Tied to the apron string of—to be dependent upon somebody
 to be Taken aback—to be extremely surprised
 to Take a fancy to—to like something
 to Take a leaf out of another's book—to follow somebody's example
 to Take a thing lying down—to pocket an insult without a murmur
 to Take after—to resemble in features
 to Take an issue—to quarrel
 to Take away one's breath—to surprise
 to Take by storm—to conquer rapidly
 to Take exception to—to object
 to Take French leave—leave without permission
 to Take heart—to pluck up courage
 to Take off the hat to—show respect
 to Take one's cue—to take a hint
 to Take root—to become firmly established
 to Take stock of—to observe and estimate
 to Take the bull by the horns—to face a difficulty boldly
 to Take the lead—to surge ahead in a competition
 to Take the plunge—to take a bold decision
 to Take time by the forelock—to act at once, to avoid delay
 to Take to heart—to feel
 to Take to heels—to run away
 to Take to task—to call to account, to scold, to require explanation
 to Take up the cudgels—to defend, to fight for somebody's claims
 to Talk shop—to discuss exclusively of one's business on profession
 to Talk (someone) into—persuade by talking
 to Talk (someone) out of—to discourage
 to Talk through a hat—to exaggerate or bluff or make wild statement
 to the Tune of—to the amount of
 to Throw cold water on—to discourage
 to Throw down the gauntlet—to give an open challenge
 to Throw mud at—to abuse, to vilify
 to Tip off—to give a secret hint
 to Turn a deaf ear to—to refuse to listen to
 to Turn one's head—to be proud

to Turn over a new leaf—a change for the better
 to Turn tail—to withdraw cowardly
 to Turn the corner—to pass the critical stage
 to Turn the tables on—to reverse the situation
 to Turn turtle—to upset, to capsize
 Tooth and nail—furiously, violently
 True to one's salt—to be loyal to someone
 Twinkling of an eye—very quickly

U

an Uphill task—a difficult work
 Under a cloud—in disfavour or disgrace
 Under lock and key—carefully
 Under the thumb of—under the control of
 Up and doing—active
 Up one's sleeves—something hidden but ready for use in reserve
 Up to the mark—up to certain standard
 Ups and downs—good and bad times
 Utopian scheme—a visionary scheme, not practicable

V

a Vexed question—a question regarding which there has been much controversy but no solution has been arrived at
 to Vie with—to compete with

W

a Wet blanket—kill joy, a dull fellow who spoils our joy
 a White elephant—an expensive burdensome but useless thing
 a White lie—a harmless lie
 a Wild goose chase—a foolish and useless search
 a Wolf in a sheep's clothing—a hypocrite, a deceiver
 to be Within an ace of—almost nearly
 to Wash one's hands of—to have no connection
 to Weather the storm—to come out safely through a difficulty
 to While away—to pass in amusement
 to Win laurels—to achieve success or win fame
 to Wind up—to bring to an end
 Wait upon—to serve
 Walk over—very easy victory
 Wash out—quite dull
 Wear and tear—decrease in value due to constant use
 Wide of the mark—beside the purpose

1.84 □ Verbal Ability

Willy-nilly—somehow or the other

Windfall—unexpected good fortune

With a grain of salt—with some reservation, not at the face value of

With a vengeance—excessively

With open arms—warmly and cordially

Word of mouth—a solemn promise

- I must think the matter over (i.e., consider it).
- Train up (educate) a child in the way he should go; and when he is old he will not depart from it.
- That fellow trumped up (concocted, fabricated) a story.
- He seems to be well off (in comfortable circumstances).

PHRASES

Phrasal Verbs

Many verbs (called 'phrasal verbs'), when followed by various prepositions or adverbs, acquire an idiomatic sense. Some examples are given below:

Example

- She backed up (supported) his boyfriend's claim.
- The current disturbances will soon blow over (pass off).
- The investigating officer produced evidence to bear out (substantiate) the charge of corruption.
- You must not build your hopes upon (rely upon) his promises.
- The matter has been cleared up (explained).
- I readily closed with (accepted) his offer.
- He is ready to dispose of (sell) his car for ₹1,500.
- Rust has eaten away (corroded) the plate.
- They fixed upon (chose) him to do the work.
- The habit of chewing tobacco has been growing upon (is having stronger and stronger hold over) him.
- About a day ago I saw a beggar hanging about (loitering about) our bungalow.
- These events led up to (culminated in) the establishment of a republic.
- During excavations one of the workmen lighted upon (chanced to find, discovered) a gold idol.
- During her long illness she often longed for (desired) death.
- I could not prevail on (persuade, induce) him to attend the meeting.
- For years I could not shake off (get rid of) malaria.
- I threatened to show him up (expose him).
- All eyes turned to him because he was the only person who could stave off (prevent, avert) the impending war.
- He is sticking out for (persists in demanding) better terms.

BEAR

- Rajeev bore away (won) many prizes at the school sports.
- The new Sultan has been able to bear down (overthrow, crush) all opposition.
- His evidence bears out (confirms, corroborates), the evidence of the first witness.
- In his misfortune God gave him strength to bear up (to keep up spirits, not to despair).
- A religious hope bears up (supports) a man in his trials.
- His evidence did not bear upon (was not relevant to) the inquiry.
- I trust you will bear with (have patience with, show forbearance to) me a few minutes more.

BRING

- Idleness and luxury bring forth (produce, cause) poverty and want.
- Our teacher often tells us a story to bring out (show) the meaning of a lesson.
- The publishers have recently brought out (published) a cheap edition of their new dictionary.
- He found great difficulty in bringing her round (converting her) to his views.
- She brought up (reared) the orphan as her own child.

CALL

- His master called for (demanded) an explanation of his conduct.
- New responsibilities often call out (draw forth) virtues and abilities unsuspected before.
- Call in (summon, send for) a doctor immediately.
- He called on me (paid me a brief visit) yesterday.
- The old man could not call up (recollect) past events.

CARRY

- He agreed to carry out (execute) my orders.
- His passion carried him away (i.e., deprived him of self-control).

- His son carried on (managed) his business in his absence.
- Many persons were carried off (killed) by plague.

CAST

- The ship was cast away (wrecked) on the coast of Africa.
- He was much cast down (depressed) by his loss.
- Some snakes cast off (throw away) their outer skins seasonally.

COME

- At last the truth has come out (transpired).
- The taxes come to (amount to) a large sum.
- The question came up (was mooted or raised for discussion) before the Municipal Corporation last week.
- I expect he will come round (recover) within a week.
- I hope he will come round (agree) to our views.

CRY

- Men of dissolute lives cry down (depreciate) religion, because they would not be under the restraints of it.
- He cried out against (protested against) such injustice.
- That young author is cried up (extolled) by his friends.

CUT

- He was cut off (died) in the prime of life.
- You must cut down (reduce) your expenditure.
- He is cut out for (specially fitted to be) a sailor.
- His wife's death cut him up (affected him, distressed him) terribly.

DO

- I am done for (ruined).
- Having walked twenty miles, he is quite done up (fatigued, exhausted).
- She has done up (decorated, furnished) her apartment beautifully.

FALL

- At last the rioters fell back (retreated, yielded).
- At my friend's wedding reception, I fell in with (met accidentally) my old time friend.

- The measure falls in with (happens to meet) the popular demand.
- The scheme has fallen through (failed) for want of support.
- I am told the two brothers have fallen out (quarrelled).
- It is said that the standard of efficiency in public service has recently fallen off (deteriorated).
- In the second school term the attendance fell off (diminished).

GET

- His friends expected that he would get off (escape) with a fine.
- The thief got away (escaped) with my cash box.
- I cannot get out (remove) this stain.
- The revolt of the tribal chiefs has been got under (subdued).
- The dog tried to get at (attack) me.
- He has got through (passed) his examination.
- They soon got the fire under (under control) by pouring buckets of water over it.
- You were lucky to get out of (escape from) his clutches.

GIVE

- We are credibly informed that the murderer has given himself up (surrendered himself) to the police.
- The doctors have given him up (i.e., have no hope of his recovery).
- Soon after it was given forth (published) and believed by many, that the king was dead.
- The fire gave off (emitted) a dense smoke.
- The strikers seem determined and are not likely to give in (submit, yield).
- It was given out (published, proclaimed) that he was a bankrupt.
- The horses gave out (were exhausted) at the next milestone.
- Give over (abandon) this foolish attempt.
- In his cross-examination he ultimately gave himself away (betrayed himself).

GO

- You cannot always go by (judge from) appearances.
- It is a good rule to go by (to be guided by) the exact procedure.
- He promised to go into (examine, investigate) the matter.

1.86 □ Verbal Ability

- Have you anything to go upon (i.e., any foundation for your statement)?
- We have no data to go upon (on which to base our conclusions).
- The story would not go down (be believed).
- The concept went off well (was a success).
- The auditor went over (examined) the balance sheet.
- The poor woman has gone through (suffered) much.
- I must first go through (examine) the accounts.

HOLD

- The rebels held out (offered resistance) for about a month.
- He holds out (gives) no promise of future prospects.
- They were held up (stopped) on the highway and robbed by bandits.
- The subject is held over (deferred, postponed) till the next meeting.

KEEP

- A few boys were kept in (confined) after school hours.
- I was kept in (confined to the house) by a bad cold.
- They kept up (carried on) a long conversation.
- Little disputes and quarrels are mainly kept up (maintained) by those who have nothing else to do.
- He is trying his best to keep up (maintain) the reputation of his family.
- The rubber syndicate keeps up (maintain) the price.
- She kept on (continued) talking.
- I shall keep back (conceal) nothing from you.

KNOCK

- He has knocked about (wandered about) the world a great deal.
- The dressing table was knocked down (sold at an auction) for fifty rupees.
- We were greatly knocked up (exhausted) after our steep climb.

LAY

- The rebels laid down (surrendered) their arms.
- He had laid out (invested) a large sum in railway shares.
- Foolish people, who do not lay out (spend) their money carefully, soon come to grief.
- He is laid up (confined to his bed) with fever.
- He resolved to lay be (save for future needs) a part of his income.

LET

- I was let into (made acquainted with) her secret.
- This being his first offence he was let off (punished leniently) with a fine.

LOOK

- His uncle looks after (takes care of) him.
- He looks down upon (despises) his poor cousins.
- Look up (search for) the word in the dictionary.
- The old man is looking forward to (expecting with pleasure) the visit of his grandchildren.
- I will look into (investigate) the matter.
- I look on (regard) him as my son.
- Some look to (rely on) legislation to hasten the progress of social reforms.
- Look to (be careful about) your manners.
- Prices of piece goods are looking up (rising).
- Things are looking up (improving).
- His friends look up to (respect) him.
- He will not look at (i.e., will reject) your offer.

MAKE

- Contentment makes for (conduces to happiness).
- He made over (presented, gave in charity) his bungalow to the Islam orphanage.
- I cannot make out (discover) the meaning of this verse.
- I cannot make out (read, decipher) his handwriting.
- You have failed to make out (prove) your case.
- Some time ago the two brothers quarrelled but they have now made it up (become reconciled).

PULL

- Unless we pull together (cooperate, work together in harmony) we cannot succeed.
- My cousin pulled through (passed with difficulty) the examination.
- The doctor says the patient will pull through (recover from his illness).
- It is far easier to pull down (demolish) than to build up.
- He was pulled up (scolded, rebuked) by the president.

PUT

- Please put out (extinguish) the light.
- He was put out (vexed, annoyed) when I refused his request for a loan.

- The plaintiff was put out (disconcerted) when the suit was dismissed.
- He tried to put me off (evade me, satisfy me) with promises.
- He has put in (made, sent in) a claim for compensation.
- He put off (postponed) his departure for a week.
- The measure was put through (passed) without opposition.

RUN

- On account of overwork he is run down (enfeebled).
- He always runs down (disparages) his rivals.
- The lease of our premises has run out (expired, come to an end).
- He has run through (squandered away) his fortune.
- The tailor's bill has run up to (amounted to) a large amount.
- He has run into (incurred) debt.
- While turning the corner I ran against (chanced to meet) an old friend.
- Recently my expenses have run up (increased) considerably.
- The cistern is running over (overflowing).

SEE

- I saw through (detected) the trick.
- It is hard to see into (discern) his motive.
- His friends were present at the station to see him off (witness his departure).

SET

- The high court set aside (annulled) the decree of the lower court.
- He immediately set about (took steps towards) organising the department.
- He set off (started) for Peshawar early this morning.
- The frame sets off the picture (i.e., enhances its beauty by contrast).
- He has set up (started business) as a banker.
- I have enough capital to set me up (establish myself) in trade.
- He hired a palatial bungalow and set up for (pretended to be) a millionaire.
- I was obliged to set him down (snub him).
- You may set down (charge) this loss to me.
- Who set you on (instigated you) to do it.
- These seats are set apart (reserved) for ladies.

- In his speech on prohibition, he set forth (explained, made known his views) at length.
- The robbers set upon (attacked) the defenceless travellers.
- Winter in England sets in (begins) about December.

SPEAK

- In Bombay there is no free library to speak of (worth mentioning).
- I was determined to speak out (express my opinion freely).

STAND

- They are determined to stand up for (vindicate, maintain) their rights.
- Let this matter stand over (be deferred or postponed) for the present.
- It is hard but I think I can stand it out (endure it to the end without yielding).
- He is always standing up for (championing the cause of) the weak and oppressed.
- We shall be formidable if we stand by (support) one another.

STRIKE

- He is struck down with (attacked by) paralysis.
- The medical council struck off (removed) his name from the register of medical practitioners.

TAKE

- The piano takes up (occupies) too much room.
- He takes after (resembles) his father.
- At present I am reading the essays of Bacon, but it is taking a lot of time.
- Difficult to take in (comprehend, understand) his meaning.
- Recently he has taken to (become addicted to) opium eating.
- Finally, he was talked into saying (convinced) yes to the proposal.

TALK

- We talked over (discussed) the matter for an hour.
- I hope to talk him over (convince him by talking) to our view.

1.88 □ Verbal Ability

THROW

- My advice was thrown away (wasted) upon him, because he ignored it.
- The bill was thrown out (rejected) by the Assembly.
- In disgust he threw up (resigned) his appointment.
- When he became rich he threw over (abandoned or deserted) all his old friends.

TURN

- The factory turns out (produces, manufactures) 20,000 lbs of cloth a day.
- If he is lazy, why do not you turn him off (dismiss him)?

- He turned out (proved) to be a scholar.
- His very friends turned against (became hostile to) him.
- Who can say what will turn up (happen) next?
- He promised to come but he never turned up (appeared).

WORK

- We tempted him with many promises but nothing would work on (influence) him.
- He worked out (solved) the problem in a few minutes.
- He is sure to work up (excite) the mob.
- He worked upon (influenced) the ignorant villagers.

Spot the Error

7

LEARNING OBJECTIVES

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

1. Different types of “Spotting the Error” questions
2. Methods to solve these questions

PRACTICE EXERCISE 1

Directions: *Read the each sentence to find out whether there is any error in it. The error, if any will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is ‘d’.*

- Q 1. If I would have been there (a)/ , I certainly would have (b)/ taken care of the problem.(c)/ No error (d)
- Q 2. The reason her (a)/ and her friend decided to take the bus instead of the train was that there (b)/ was an announcement about cancellation of several trains (c). No error (d)
- Q 3. No sooner (a)/ had he began to speak when (b)/ the opposition members started shouting slogans (c). No error (d)
- Q 4. Each of the (a)/ hotel’s 150 rooms were equipped (b)/ with central air-conditioning and colour television (c). No error (d)
- Q 5. Every (a)/ man, woman and child are now (b)/ aware of the terrible consequences of the habit of smoking (c). No error (d)

- Q 6. More leisure (a)/ , as well as abundance (b)/ of consumers goods are attainable through automation (c). No error (d)
- Q 7. Since it (a)/ was an unusually (b)/ warm day, the dog laid under the tree all afternoon (c). No error (d)
- Q 8. That is (a)/ one of the books that is (b)/ listed in the catalogue (c). No error (d)
- Q 9. When her plane arrives (a) at the airport in Amritsar, I shall already have (b)/ left for New Delhi (c). No error (d)
- Q 10. Neither Rakesh nor (a)/ Shakti, presented their (b)/ , papers before the deadline for doing so (c). No error (d)
- Q 11. The company is planning (a)/ a training (b)/ programme for their senior officers sometimes (c). No error (d)
- Q 12. Last Monday the (a)/ Security Council (b)/ has urged Libya’s interim leaders to curb proliferation of weapons (c). No error (d)

1.90 □ Verbal Ability

- Q 13. Three years ago, an earthquake (a)/ had destroyed the lives of Indian people, and they (b)/ are still struggling (c). No error (d)
- Q 14. As and when you are needing (a)/ my help, I am always there to help (b)/ you whole heartedly (c). No error (d)
- Q 15. If you would have (a)/ toiled hard you (b) would not have had to suffer this much (c). No error (d)
- Q 16. Mr. Verma was (a)/ one of the persons (b)/ who are still working with me (c). No error (d)
- Q 17. By the time India will (a)/ achieves a better position (b)/ in the world, India will be the most popular country (c). No error (d)
- Q 18. In the film industry if Shammy (a)/ Kapoor was alive (b)/ he would not have let us cry today (c). No error (d)
- Q 19. I know Rajiv plan (a)/ to work with a multinational (b)/ company as it pays very high (c). No error (d)
- Q 20. Each and every bank was (a)/ instructed to maintain minimum (b)/ cash reserve ratio as per the basic three norms (c). No error (d)
- Q 21. The government of Punjab has (a)/ declared that they are going to launch a scheme for the sports person (b)/ so as to boost their career (c). No error (d)
- Q 22. A group of (a)/ friends want to visit the (b)/ new plant as early as possible. No error (d)
- Q 23. Companies and advisors (a)/ are not in the mood to put down the money without (b)/ getting into lengthy litigation (c). No error (d)
- Q 24. Ramesh gave me (a)/ two important informations I had been waiting for (b)/ the previous two months (c). No error (d)
- Q 25. Wordsworth's poetries (a)/ is characterized by his subtle description (b)/ of the beauty and live lines of nature (c). No error (d)
- Q 26. The brethrens (a)/ of this locality are always (b)/ at daggers drawn without any apparent reason (c). No error (d)
- Q 27. Pakistan's problems (a)/ are also as (b)/ serious as that of India (c). No error (d)
- Q 28. Cities after cities (a)/ were destroyed by (b)/ the flock of birds (c). No error (d)
- Q 29. If I was to have (a)/ a preference, I would (b)/ like to move second at checkers (c). No error (d)
- Q 30. The mission provides (a)/ able services to all the people in the area (b)/ during the last four years (c). No error (d)

PRACTICE EXERCISE 2

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

- Q 1. Handicrafts exports have an increase (a)/ in the past year because of the innovative steps (b)/ taken by the government (c). No error (d)
- Q 2. An investor must (a)/ be take into account many factors before (b)/ making any financial decision (c). No error (d)
- Q 3. The tax treaty between India and Switzerland have (a)/ been amended and we shall be able to obtain information (b)/ about any Swiss bank account by next month (c). No error (d)
- Q 4. I would advise you (a)/ to invest in our company (b)/ stock although last year our profits decline (c). No error (d)

- Q 5. The committee will discuss (a)/ the draft in detail and we will make suggestions for the (b)/ proper implementing the scheme (c). No error (d)
- Q 6. The girl sat down (a)/ for dinner but refused to eat until (b)/her father came home (c). No error (d)
- Q 7. The man ran (a)/ to a tree, climbed on to it and (b)/ sit on a branch (c). No error (d)
- Q 8. A young man was standing (a)/ on the road proclaiming that he had more (b)/ beautiful car in the whole world (c). No error (d)
- Q 9. One day, the King woke up (a)/ earlier than usually to take a stroll (b)/ around his palace (c). No error (d)
- Q 10. The only thing that (a)/ the couple worried on was, whether their (b)/ happiness would last forever. No error (d)
- Q 11. By the time (a)/ he finished doing his work it (b)/ was not hardly ten (c). No error (d)

- Q 12. We need a building (a)/ more exterior to the main (b)/ so that we can use it as office (c). No error (d)
- Q 13. Measles is among (a)/ those diseases that is (b)/ curable now (c). No error (d)
- Q 14. Jewellers' are keeping (a)/ there fingers crossed as price remains (b)/ a cause of worry (c). No error (d)
- Q 15. Cameron has the (a)/ political support to make (b)/ the changes in Britain (c). No error (d)
- Q 16. Radha is very fond of these (a)/ kind of flowers and bought (b)/ some from the florist (c). No error (d)
- Q 17. Its impossible for (a)/ parents to monitor (b)/ their children's activities at all times. No error (d)
- Q 18. The youth (a)/ did not dare to venture with the sea (b)/ as it was high tide (c). No error (d)
- Q 19. The difference between successful person (a)/ and others is not (b)/ lack of knowledge but a lack of will (c). No error (d)
- Q 20. After my interview (a)/ by the selection panel I was waiting for a response (b)/ but they did not revert back (c). No error (d)
- Q 21. The teacher uses anecdotes (a)/ to help her students (b)/ relate better to the subjects taught in class (c). No error (d)
- Q 22. The President has denied (a)/ that the economy is in recession or was go into one (b)/ despite a spate of downcast reports (c). No error (d)
- Q 23. The angry at being (a)/ left out the bonanza is palpable among (b)/ employees of the organization (c). No error (d)
- Q 24. His comments came after (a)/ the research group said that its consumer confidence index were (b)/ slumped to its lowest level (c). No error (d)
- Q 25. If all goes well, the examination scheduled (a)/ for the next month is all set to be completely free (b)/ from annoying power cuts and disruptions (c). No error (d)
- Q 26. District police arrested (a)/ a gang of notorious robbers, who were planning to (b)/ strike at a house in the vicinity (c). No error (d)
- Q 27. It is only now, sixty years after independence, (a)/ that India is learning how to negotiating the competing (b)/ demands of power and justice (c). No error (d)
- Q 28. The market continues to be positive (a)/ and in the next quarter we expected the trend to continue with (b)/ the onset of the festive season (c). No error (d)
- Q 29. The results of the study showed that if the partners were willing (a)/ to talk to each other and arrive at a mutually (b)/ agreeable decision, the joint decisions were more better than any one person's judgment (c). No error (d)
- Q 30. A year after the global financial crisis saw students (a)/ from the best B-schools across the world struggling for a job, a survey on management education (b)/ this year thrown up some rather interesting findings (c). No error (d)

ANSWERS

PRACTICE EXERCISE 1

Q. No.	Answer						
1	(a)	2	(a)	3	(b)	4	(b)
5	(b)	6	(c)	7	(c)	8	(b)
9	(d)	10	(b)	11	(c)	12	(c)
13	(b)	14	(a)	15	(a)	16	(c)
17	(a)	18	(b)	19	(a)	20	(d)
21	(b)	22	(b)	23	(b)	24	(b)
25	(a)	26	(a)	27	(c)	28	(a)
29	(a)	30	(a)				

PRACTICE EXERCISE 2

Q. No.	Answer						
1	(a)	2	(b)	3	(a)	4	(c)
5	(c)	6	(d)	7	(c)	8	(b)
9	(b)	10	(b)	11	(c)	12	(b)
13	(b)	14	(b)	15	(d)	16	(a)
17	(a)	18	(b)	19	(c)	20	(c)
21	(d)	22	(b)	23	(a)	24	(b)
25	(a)	26	(b)	27	(b)	28	(b)
29	(c)	30	(c)				

HINTS AND EXPLANATIONS

Practice Exercise 1

- (a) “Had” should replace “would have” as it is conditional sentence and requires perfect tense. Therefore, the error is in part (a) of the sentence. Hence the answer is option (a).
- (a) “Her” is replaced with “she” as the subject form of the personal pronoun is she, not her. Therefore, the error is in part (a) of the sentence. Hence the answer is option (a).
- (b) Replace “when” by “than”, as in conjunctions expression is [No sooner + than] always. So, in part (b), when is incorrect. Hence the answer is option (b).

- (b) In the sentence, part B is incorrect, “were” should replace with “was” as the singular subject (each) requires a singular verb (was). Hence the answer is option (b).
- (b) A compound subject (man, woman and child) introduced by every must have a singular verb (is now; are now), so “are” is replaced with “is”. Hence the answer is option (b).
- (c) Since the subject (leisure) is singular, the verb must be singular (is; not are). Hence the answer is option (c).
- (c) “Laid” should replace with “lay” in the sentence as the past tense of the verb lie is lay, not laid. Hence the answer is option (c).

8. (b) In this sentence, that refers to books, plural noun, and, therefore, the verb must be plural (are; not is), so, “is” is replaced by “are”. Hence the answer is option (b).
9. (d) There is no error in any part of the sentence. Hence the answer is option (d).
10. (b) “Their” should replace with “his” as singular antecedents (Rakesh and Shakti) joined by *or* or *not* are referred to by singular pronoun (his). Hence the answer is option (b).
11. (c) A singular pronoun (its, not their) must be used to refer to a collective noun (company) when the members of the collective noun are considered a unit. So, “their” is replaced by “its”. Hence the answer is option (c).
12. (c) “Has” should be replaced by “had” as time is mentioned that is past, so the tense should be in past indefinite. Hence the answer is option (c).
13. (b) “Had” should not be used in the sentence as it is not required. So, remove the word had. Hence the answer is option (b).
14. (a) “As and when you need” would be correct as it should not be in the continuous form. Hence the answer is option (a).
15. (a) “Had” should replace “would have” as it is conditional sentence and requires perfect tense. Therefore, the error is in part (a) of the sentence. Hence the answer is option (a).
16. (c) “Were” should be used in place of “are” because the sentence is in past tense. Hence the answer is option (c).
17. (a) “Will” should be removed from the first part (a) of the sentence, the sentence is in simple present tense. Hence the answer is option (a).
18. (b) “Was” should replace with “were”, as it is conditional sentence. Hence the answer is option (b).
19. (a) “Plans” should replace “plan” as plans is a singular verb, it should be used with Ravi. Hence the answer is option (a).
20. (d) There is no error in any part of the sentence. Hence the answer is option (d).
21. (b) “They are” should be replaced with “it is” as it is always followed by singular verb and government is singular body so it should be used as pronoun. Hence the answer is option (b).
22. (b) Replace “want” by “wants” because a group is singular. Hence the answer is option (b).
23. (b) “Put down” should be replaced by “put in”, as put down – is a phrasal verb and means to write down whereas put in – means to make a formal offer of or to introduce, as in conversation. Hence the answer is option (b).
24. (b) Information is an uncountable noun and it cannot be used in plural form that is informations. So, information is used. Hence the answer is option (b).
25. (a) “Poems” must be used instead of “poetries” as the sentence is specifically talking about Wordsworth. Hence the answer is option (a).
26. (a) “Brethren” is used instead of “Brethrens” as Brethren is itself is a plural noun. Brethren is members of a male religious order. Hence the answer is option (a).
27. (c) “India’s” is used instead of “India” as here the problems of Pakistan are compared with the problems of India. Hence the answer is option (c).
28. (a) “Cities after city” is used instead of “Cities after cities”, as when preposition is placed after a noun and the same noun is also placed after preposition then that noun always used as singular. Hence the answer is option (a).
29. (a) Replace “was” by “were” as this is a conditional statement and in such statements we use a plural auxiliary verb with a singular noun. Hence the answer is option (a).
30. (a) “The mission has provided” should be used in place of “the mission provides” as statement is in present perfect tense. Hence the answer is option (a).

Practice Exercise 2

1. (a) “Had” should replace “have” in part (a), as the past year in part (b) shows that the verb should be in past tense. Therefore, the error is in part (a). Hence the answer is option (a).
2. (b) Here the error is in part (b) of the sentence, that is “be” should be removed as it is used after modal auxiliary verb in passive voice. Hence the answer is option (b).
3. (a) “Has” should replace “Have”, that is the error is in part (a). As tax treaty is a singular subject and will take has as an auxiliary verb. Hence the answer is option (a).

1.94 □ Verbal Ability

4. (c) “Declined” should be replaced with “decline”, that is the error is in part (c). As last year mentioned in the sentence is a time of past, so past form of verb is used. Hence the answer is option (c).
5. (c) The error is in part (c), where “implementation of” should replace “implementing”, as it is the proper form of the sentence. Hence the answer is option (c).
6. (d) No error, therefore, no explanation. Hence the answer is option (d).
7. (c) “Sat” should replace “sit”, that is the error is in part (c), as the sentence is of past tense. Hence the answer is option (c).
8. (b) “Most” should replace “more” in part (b), as superlative degree is required in the sentence. Therefore, the error is in part (b). Hence the answer is option (b).
9. (b) “Usual” should replace “usually” in part (b), as usual is used as an adjective whereas, usually is used as an adverb. Therefore, the error is in part (b). Hence the answer is option (b).
10. (b) The error is in part (b), as “about” should be used in place of “on” in the sentence. Because, on is used when two objects are in contact with each other, whereas, about used for the subject connected with. Hence the answer is option (b).
11. (c) In the sentence, the error is in part (c), as “not” should not be used with “hardly”, as hardly is itself consider as not. Hence the answer is option (c).
12. (b) Here, in the sentence, “more” should not be used with “exterior”, as it is already a comparative form. Therefore, the error is in part (b). Hence the answer is option (b).
13. (b) Replace “that is” by “that are”, that is the error is in part (b). As in relative pronouns (that/who/which) used as a subject takes the verb singular or plural. Here “that is” referring to diseases that are curable. Hence the answer is option (b).
14. (b) “Their” should replace “there” as it is a relative pronoun, that is the error is in part (b). Hence the answer is option (b).
15. (d) No error, therefore, no explanation. Hence the answer is option (d).
16. (a) “Very” should not be used with fond. So, there is error in part A of the sentence. Hence the answer is option (a).
17. (a) “It’s” should replace “its”, as It’s means It is. Therefore, the error is in part (a). Hence the answer is option (a).
18. (b) Here, the phrase “venture into” is to do something even though it involves risk. Therefore, “venture into the sea” should be used in place of “venture with the sea”, that is error is in part (b). Hence the answer is option (b).
19. (c) Here, an indefinite article “a” i.e. a lack of knowledge should be used. Hence the answer is option (c).
20. (c) In the statement, the error is in part (c), as the word “revert” is to return to the original state; to start something again. So, it is not proper to use “back” with “revert”. Hence the answer is option (c).
21. (d) No error, therefore, no explanation. Hence the answer is option (d).
22. (b) “Was go into one” should replace by “was going into one”, that is the error is in part (b) of the sentence. As, past continuous form of the verb has to be used as per the sentence. Hence the answer is option (b).
23. (a) “The angry at being” should be replaced by “the anger at being”, as we need a noun after ‘the’ which is ‘anger’, therefore, the error is in part (a). Hence the answer is option (a).
24. (b) “Were” should be replaced by “was” as consumer confidence index is singular entity. So, error is in part (b). Hence the answer is option (b).
25. (a) “If all goes well” should be replaced by “if everything goes well”, according to subject – verb agreement. Hence the answer is option (a).
26. (b) “Who” should replace by “which”, as was who is used for persons and we need a pronoun for the word group. Therefore, the error is in part (b). Hence the answer is option (b).
27. (b) “Negotiating” should replaced by “negotiate”, as it should be followed by first form of verb, as per the sentence given. Hence the answer is option (b).
28. (b) “Excepted” should be replaced by “expect” because the sentence has been made in present tense. So, error is in part (b). Hence the answer is option (b).
29. (c) The error in the sentence is in part (c), where more and better cannot be used together. Hence the answer is option (c).
30. (c) “Threw” should replace “thrown”, that is the error is in part (c) of the sentence, as past form of verb should be used in past tense. Hence the answer is option (c).

PART 2

VERBAL REASONING

- 1** Parajumbles 2.3
- 2** Critical Reasoning 2.31
- 3** Fact, Inference, Judgement 2.41
- 4** Paragraph Completion 2.47

This page is intentionally left blank

Parajumbles



LEARNING OBJECTIVES

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

1. Know the different types of questions on Paragraph arrangement
 2. Strategies to unjumble a Paragraph
 3. The role of ‘key words’ in cracking a jumble faster

INTRODUCTION

Sentence Arrangement or Jumbled paragraphs are common test questions at all competitive examinations. Examiner wants to assess an examinee's reading skills as well as reasoning prowess through these questions. In these questions, students are given a paragraph – but the sentences are not in the right order. You will have to rearrange the sentences around a theme so that they make sense. To solve these questions, what is more important is to look out for any piece of information that can help you connect the sentences together.

QUESTION PATTERNS

While creating a jumble, the examiners have four basic question patterns in mind. However, management entrance tests are dynamic in nature and the examiners can of course think of other innovative question patterns. But, be confident that if you practice on the four basic question types, given below, then you will be able to develop the general skills to handle other innovative question patterns.

In **Pattern One**, the examiner conforms to the example above. There are no fixed sentences; the whole paragraph is jumbled up, and the examinee has to unjumble the lot.

In Pattern Two, the examiner gives the examinee the first sentence in its proper position, and then jumbles the subsequent sentences. The examinee now has one anchor instead of two, but can still manage to find a link. An example of this type follows:

1. To read the characters or the letters of the text does not mean reading in the true sense of the term.
 - A. This mere mechanism of reading becomes altogether automatic at an early period of life.
 - B. You will often find yourself reading words or characters automatically, while your mind is occupied with a totally different subject.
 - C. This can be performed irrespective of attention.
 - D. Neither can I call it reading when it is just to extract the narrative portion of a text from the rest simply for one's personal amusement.
 - (a) BACD
 - (b) DCBA
 - (c) ADCB
 - (d) CBDA

Pattern Three is a variation on Pattern Two. In this pattern, the examiner gives the last sentence as an anchor, and jumbles the preceding sentences. An example of this type follows:

- A. The recovery of faith is a crucial problem of our age.

2.4 □ Verbal Reasoning

- B. The deepest theme of history is the conflict of faith and unbelief.
 - C. With it we are destined to enjoy triumphant and splendid advance, and without it we suffer failure and ignominy.
 - D. Those ages in which faith prevails, in whatever form, are noble and fruitful for the present and the future.
 - 5. All ages in which unbelief, in whatever form, wins an unhappy victory vanish and are forgotten by posterity.
 - (a) ABCD
 - (b) CDBA
 - (c) BCAD
 - (d) ACBD

In Pattern Four, the examiner gives the examinee the first and the last sentence as anchors, and jumbles the sentences in the middle. This type of jumble is considered to be the easiest because the examinee has two fixed points to guide him/her. An example of this type follows:

1. An important tenet is that managements must not confuse awards with salaries.
 - A. An award is a one-time payment and could be anything up to 25% of the annual salary.
 - B. These can never be retrieved if performance is not stable throughout.
 - C. It would be better to introduce an increment-cum-award system based on the results.
 - D. Some companies give enormous salary hikes for excellent performance in a particular year.
 5. In this system, the compensation becomes the hygiene factor, and the award, the motivator.
 - (a) DBCA
 - (b) ABCD
 - (c) CDBA
 - (d) BCDA

APPROACHES FOR UNJUMBLING A JUMBLE

Most of the information given in parajumbles is unnecessary for the purpose at hand, i.e., sorting the sentences. *In essence what we are looking for are things that can help us in connecting the sentences.* Some approaches are given below to help identify the sequence of sentences. Generally, in a given parajumble more than one approach will be applicable at the same time, therefore practices identifying which approach/approaches apply to the parajumbles you have to solve.

1. Noun-Pronoun Relationship Approach

In noun/pronoun relationships, we know that the noun will come first and will be referred to later using suitable pronouns.

Study the following example:

- A. People can get infected by handling reptiles and then touching their mouths or an open cut.
 - B. At first they look the perfect pets: exotic, quiet and tidy.
 - C. A study estimates that in 1995, there were as many as 6,700 reptile-caused salmonella infections.
 - D. But lizards and other pets can harbour a salmonella bacterium that makes people sick.
 - (a) BCAD
 - (b) BCDA
 - (c) ACDB
 - (d) BDCA

Read sentences C and D carefully. Sentence D contains the noun phrase “a salmonella bacterium” and Sentence C contains the noun phrase “salmonella infections”. What is the relationship between the two? Since the phrase “a salmonella bacterium” introduces the bacterium, it should logically precede the phrase “salmonella infections”. Therefore, the sentence that contains the phrase “a salmonella bacterium” should come before the sentence that contains the phrase “salmonella infections”. So, Sentence D should precede Sentence C! Once you have a link between two sentences, look at the answer choices to see if you are on the right track. If you are, then you have the right answer [(Option (d) BDCA)] and it is time to move on to the next exercise.

Example 1

1. These enormous “rivers” – quite inconstant, sometimes shifting, often branching and eddying in manners that defy explanation and prediction – occasionally cause disastrous results.
 - A. One example is El Nino, the periodic catastrophe that plagues the West Coast of America.
 - B. It is rich in life.
 - C. This coast is normally caressed by the cold, rich Humboldt Current.
 - D. Usually the Humboldt hugs the shore and extends 200 to 300 miles out to sea.
 5. It fosters the largest commercial fishery in the world and is the home of one of the mightiest game fish on record, the black marlin.
 - (a) ABCD
 - (b) DCAB
 - (c) ACDB
 - (d) CBAD

Solution

Read sentences A and C carefully. Notice the noun/pronoun relationship between the two. Sentence A refers to “*the West Coast of America*” and Sentence C talks about “*this coast*”. Which coast? Obviously “*the West Coast of America*”! Therefore, Sentences A and C are

related and Sentence A must come before Sentence C. Now look again. Sentence C talks about “*the cold, rich Humboldt Current*” and Sentence D refers to “*the Humboldt*” obviously these two sentences are also related. Which one should come first? Once you have decided, check the answer choices to see if you are correct. [(Option (c) ACDB)]

2. Acronym Approach: Full Form vs. Short Form

When we introduce someone or something, we use the complete name or title. When we refer to the same someone or something later in the paragraph, we use just the surname or the first name if we are on familiar terms with the person being discussed. If we are discussing an object, we remove the modifiers and just use the noun or a pronoun to refer to it.

In Parajumbles we encounter full and short names or sometimes acronyms of some term or institution. Example: World Trade Organisation – WTO, Dr. Manmohan Singh – Dr. Singh, Karl Marx – Marx, President George W. Bush – President Bush or The President. The rule is that if both full form as well as short form is present in different sentences, then the sentence containing full form will come before the sentence containing short form.

Example 2

- A. If you are used to having your stimulation come in from outside, your mind never develops its own habits of thinking and reflecting.
 - B. Marx thought that religion was the opiate, because it soothed people's pain and suffering and prevented them from rising in rebellion.
 - C. If Karl Marx was alive today, he would say that television is the opiate of the people.
 - D. Television and similar entertainments are even more of an opiate because of their addictive tendencies.
 - (a) BACD
 - (b) ADBC
 - (c) BCDA
 - (d) CBDA

Solution

Sentence B has Marx (short form) and sentence C has Karl Marx (full form). So C will come before B. Now look at the options. In option (a), (b) and (c), B is placed before C—hence, rejected. Option (d) is the right answer.

3. Time Sequence Approach (TSA) - either Dates or Time Sequence Indicating Words

In a given parajumbles, there may be a time indication given, either by giving years – or by using time indicating words. This provides a way for us to identify the correct sequence of the sentences by arranging the sentences using their proper time sequence. Some words through which a time sequence may be indicated are – Before, after, later, when, etc.

Example 3

- A. Then two astronomers—the German, Johannes Kepler, and the Italian, Galileo Galilei—started publicly to support the Copernican theory, despite the fact that the orbits it predicted did not quite match the ones observed.
 - B. His idea was that the sun was stationary at the centre and that the earth and the planets move in circular orbits around the sun.
 - C. A simple model was proposed in 1514 by a Polish priest, Nicholas Copernicus.
 - D. Nearly a century passed before this idea was taken seriously.
 - (a) CADB
 - (b) BCAD
 - (c) CBDA
 - (d) CDBA

Solution

In the above example you will observe that the flow of logic is in the form of a time sequence which flows from the oldest time period to a more contemporary time period. Therefore, Sentence C will be the first sentence. Sentence B expands upon the "*simple model*" proposed, hence, it will be the sentence following C. The next sentence in the order of chronology is C—*nearly a century passed*, while the last sentence will be A which completes the sequence from older time to contemporary time thus giving us the answer as CBDA.

Example 4

- A. By the time he got to Linjeflug four years later, he had learned many lessons, in fact, he began his second stint as top dog by calling the entire company together in a hanger and asking for help, a far cry from his barking out commands just 48 months back.

2.6 □ Verbal Reasoning

- B. At SAS, he arrived at a time crisis.
 - C. This book is chock-a-block full of intrusive stories and practical advice, describing Carton's activities at Vingresor (where he assumed his first presidency at age 32), Linjeflug, and SAS in particular.
 - D. He began at Vingresor as an order giver, not a listener – neither to his people nor to his customers and made every mistake in the book.
 - (a) CDAB
 - (b) CBAD
 - (c) BACD
 - (d) BADC

Solution

Observe the sequence given. Again you will see a chronological order in the parajumble. Sentence C gives us a clear indication that the book is being talked about in current times. Sentence D then starts tracing Carton's career path from the beginning, thus leading us to the correct sequence of CDAB.

4. Structure Approach

In order tounjumble a group of sentences quickly, it is essential for us to understand how language sticks together to form a cohesive unit. English provides certain sequencing words – firstly, secondly, then, however, consequently, on the other hand, etc. – which writers use to join sentences or ideas together and to provide a smooth flow from one idea to the next. It is essential to learn how to spot these words and learn how to use them correctly. Parajumble sentences often contain several signal words, combining them in complex ways.

Cause and Effect Signals: Look for words or phrases explicitly indicating that one thing causes another or logically determines another. Some examples of such words are:

accordingly	in order to	because	so...that
consequently	therefore	given	thus
hence	when...then	if...then	

Support Signal Words: Look for the words or phrases supporting a given sentence. Sentences containing these words will generally not be the opening sentence. These sentences will follow immediately the sentence supported. Some examples of such words are:

furthermore	additionally	also	and
indeed	besides	as well	too
likewise	moreover		

Contrast Signals: Look for function words or phrases (conjunctions, sentence adverbs, etc.) that indicate a contrast between one idea and another, setting up a reversal of a thought.

nevertheless	nonetheless	on the contrary	notwithstanding	and
even though	instead of	despite	in spite of	while
in contrast	although	however		

Let us put into practice what we have discussed so far. Here is a typical example, combining all the points discussed above.

Example 5

- A. When conclusions are carefully excluded, however, and observed facts are given instead, there is never any trouble about the length of the papers.
 - B. The reason for this is that those early paragraphs contain judgments that there is little left to be said.
 - C. A judgment ("He is a boy", "She is an awful bore") is a conclusion, summing up a large number of previously observed facts.
 - D. In fact, they tend to become too long, since inexperienced writers, when told to give facts, often give more than are necessary, because they lack discrimination between the important and the trivial.
 - E. It is a common observation among teachers that students almost always have difficulty in writing themes of the required length because their ideas give out after a paragraph or two.
 - (a) ECDAB
 - (b) CEBAD
 - (c) FACBD
 - (d) FBCAD

Solution

Sentence E states the situation in general and gives us information about why students have problems "*in writing themes of the required length*". Sentence B goes on to tell us "*the reason for this*", so the two sentences must be related. Similarly, Sentence C is related to

Sentence B because both sentences contain the word *“judgment”*, with Sentence C explaining what the word means. Once a link of this nature is established, go to the answer choices to see if you are on the right track. D any of the answer choices offer our line of reasoning? Answer (d) does.

In the above jumble, the word “*however*” in Sentence A suggests a contrast to something mentioned previously. In situations of this kind, it is always a good idea to separate the argument clearly. Sentences A and D, therefore, should come together. Now you try.

Example 6

1. To read the characters or the letters of the text does not mean reading in the true sense of the word.
 - A. This mere mechanism of reading becomes altogether automatic at an early period of life.
 - B. You will often find yourself reading words or characters automatically, while your mind is concerned with a totally different subject.
 - C. This can be performed irrespective of attention.
 - D. Neither can I call it reading when it is just to extract the narrative portion of a text from the rest simply for one's personal amusement.
 - (a) BACD
 - (b) DCBA
 - (c) ADCB
 - (d) CBDA

Solution

The word “*neither*” in Sentence D will tell you that there is something additional that the writer wishes to discuss. Sentences 1, A, B and C all talk about the same idea. Therefore, Sentence D should be the last sentence. Any answers? So, option (a) is the answer.

5. Linking the Sentences

Let us look at the following statements:

Example 7

- I. As a retention strategy, the company has issued many schemes including ESOPs.
 - II. Given the track record and success of our employees, other companies often look to us as hunting ground for talent.
 - III. The growth of the Indian economy has led to an increased requirement for talented managerial personnel and we believe that the talented manpower is our key strength.

- IV. Further in order to mitigate the risk we place considerable emphasis on development of leadership skills and on building employee motivation.

I have deliberately not given the options here.

Read all the statements one by one, and try to find out the opening statement and any possible linkage between/among the statements.

Solution

Can I be the opening statement – Very Unlikely. It does not introduce any idea or theme. Ideally the 1st statement would be an initiator of ideas or theme of the passage.

Can II be the opening statement – May be.

Can III be the opening statement – May be.

Can IV be the opening statement – Very Unlikely. It talks about an idea which is being “furthered” in statement. You can also see that statement IV talks about “Mitigating the risk”. What is the risk? So now we would try to find out the “risk” in other statements. “risk” is present in statement II in the words – “other companies often look to us as hunting ground for it”. So, statement II will come before statement IV.

As discussed earlier, statement IV furthers an idea, and that idea is present in statement I. Hence, I-IV should come together.

Let us see all that we have established so far:

Let us see all that we have established so far.
Link – I-IV and II will come before IV and I cannot be the starting statement

Now let us look at the options:

- A. I, II, III, IV – Ruled out and I-IV link is not present.
 - B. II, I, IV, III – This is the only option left out. Hence, answer.
 - C. III, I, IV, II – Ruled out as II comes after IV.
 - D. IV, I, III, II – Ruled out as I-IV link is not present.

Hence, option (b) is the answer.

Example 8

Let us look at another example from CAT 2007:

- A. In America, highly educated women, who are in stronger position in the labour market than less qualified ones, have higher rates of marriage than other groups.

[A is the opening statement as mentioned in the paper. You are required to re-arrange the following four statements]

2.8 □ Verbal Reasoning

- B. Some work supports the Becker thesis, and some appears to contradict it.
- C. And, as with crime, it is equally inconclusive.
- D. But regardless of the conclusion of any particular piece of work, it is hard to establish convincing connections between family changes and economic factors using conventional approaches.
- E. Indeed, just as with crime, an enormous academic literature exists on the validity of the pure economic approach to the evolution of family structures.

(Options Withheld *pro tem*).

Solution

Can B be the opening statement – Very Unlikely. There is no mention of “Becker thesis” in the opening statement.

Can C be the opening statement – Two words in the statement – “Crime” and “Inconclusive” make this as the statement after A very unlikely.

Can D be the opening statement – Though it furthers the idea presented in statement A, usage of word like “But” make it unlikely to be the statement coming just after statement A. Besides, statement A does not talk about any piece of work. In fact, statement A is just an opinion.

Can E be the opening statement – Yes. E is the statement after A – both through elimination of other statements and selection.

Next statement should be C, as it again talks about ‘Crime’ and how inconclusive it is (despite “an enormous academic literature exists” as given in statement E).

Next statement:

D should be the last statement as it concludes the whole theme that “it is hard to establish”. Now the whole point is – how do we place statement B and Becker thesis, which finds no mention in the whole passage. Only reasoning that can be given here is – Probably this passage has been taken from a book or project report which has something to do with Becker Thesis, and this passage is just a small part of it.

Now let us look at the options and try to eliminate the options with the help of the conclusions that we have derived so far:

- (1) BCDE – Ruled out as E is the 1st statement.
- (2) DBEC – Ruled out as E is the 1st statement.
- (3) BDCE – Ruled out as E is the 1st statement.
- (4) ECBD – Answer.
- (5) EBCD – Ruled out as EC is the link.

Hence, option (d) is the answer.

PRACTICE EXERCISE 1

Direction for questions 1 to 15: *The first and the last parts of the sentence are marked 1 and 6. The rest of the sentence is split into four parts and marked P, Q, R and S. These four parts are not given in their proper order. Read the sentences and find out which of the five combinations is correct.*

- Q 1. 1. It depends upon the
 P. a new heaven on earth or to destroy
 Q. user, whether science will be used to create
 R. the world in a
 S. outlook and mentality of the
 6. common conflagration.
 (a) PQRS (b) SPQR
 (c) QPRS (d) SQPR
- Q 2. 1. The English
 P. plundered the country
 Q. and raw materials
 R. as a result, the Company became rich
 S. of precious mineral wealth
 6. and the Indian people became poor.
 (a) PQSR (b) SQPR
 (c) SRQP (d) PSQR
- Q 3. 1. The power and pride
 P. for in the courage
 Q. of Sparta was above all
 R. discipline and skill of these troops
 S. in its army,
 6. it found its security and its ideal.
 (a) SPRQ (b) PQRS
 (c) QSPR (d) PRQS
- Q 4. 1. It is the
 P. the careful observer
 Q. apparently trivial phenomena
 R. which gives even the
 S. intelligent eye of
 6. their value.
 (a) SPRQ (b) PQRS
 (c) QSPR (d) PRQS
- Q 5. 1. Nuclear test explosions
 P. food as well as
 Q. present and future generations
 R. directly injuring the
 S. take place, contaminating air and water and

6. of mankind.
 (a) RQSP (b) PSQR
 (c) SPRQ (d) PQRS
- Q 6. 1. The club is an
 P. nearby municipal school, for the children
 Q. proper and healthy functioning of a
 R. are constantly disturbed by its
 S. intolerable nuisance to the
 6. bizarre activities.
 (a) QSRP (b) SQPR
 (c) PQRS (d) RPSQ
- Q 7. 1. What the country needs
 P. and change tactics
 Q. who would encourage players
 R. are coaches and officials
 S. to read the game as it progresses
 6. accordingly.
 (a) RQPS (b) SPRQ
 (c) QSPR (d) RQSP
- Q 8. 1. The need of administration
 P. which could bring together
 Q. language of the rulers, should be the one link
 R. apart from those of liberal education
 S. render it necessary that English, as the
 6. linguistic areas.
 (a) RSQP (b) SRQP
 (c) PQRS (d) QSPR
- Q 9. 1. Economic domination
 P. anger and
 Q. a different language
 R. of persons speaking
 S. often causes
 6. a sense of revolt.
 (a) PSRQ (b) QRPS
 (c) RQPS (d) RQSP
- Q 10. 1. It may be
 P. of comparatively little consequence
 Q. whilst everything depends upon
 R. how a man is governed from outside
 S. how he governs
 6. himself from within.
 (a) SPRQ (b) QSPR
 (c) PRQS (d) RQPS

PRACTICE EXERCISE 2

Direction for questions 1 to 10: A number of sentences are given below which, when properly sequenced, form a COHERENT PARAGRAPH. Choose the most LOGICAL ORDER of sentence from the choices given to construct a COHERENT PARAGRAPH.

crisis by improving their current-account positions, accumulating reserves, and ensuring that their banking systems operated prudently.

- Q 7. A. Moreover, as argued above, knowledge is entailed not by way of justification as such, but by the realization of good or fruit-ladenness of meaning and actions or iterated actions.
- B. Knowledge is required in order to resolve doubts and thus in order to act meaningfully.
- C. Therefore the actions in a commonly led daily life are both meaningful and knowledge-driven.
- D. Indian theorists argue for a common knowledge, which is obtained through iterated fruitful actions, through the authority of sentences (on words).
- E. We argue for four sources of validation of knowledge, viz., sentence, inference, direct perception and analogy.
- (a) AECBD (b) BDCEA
 (c) BAECD (d) EADCB

- Q 8. A. But PST has also used satellite pictures to suggest that an ancient fortified town had existed 30 km from Junagadh.
- B. Soil and vegetation patterns were used in the search.
- C. The site matches the description of Krishna's town in an ancient scripture.
- D. PST's primary job at Space Applications Centre has been tracking land use and forest cover with satellite images.
- E. An archaeologist however cautioned that remote sensing and scriptures by themselves would not be enough to identify a township.
- F. It was claimed that soil and vegetation patterns an ancient abandoned site reveal specific patterns that can be picked by satellite images.
- (a) DACBEF (b) DACBFE
 (c) FDCABE (d) FDACBE

- Q 9. A. But if, having done so, you did not spare constructive thought as to why your

neighbourhood was becoming crime-prone, you would be leaving yourself vulnerable to similar future intrusions.

- B. While the international community can only hope that Moscow's hostage drama is resolved without further loss of innocent lives, it would not be inappropriate once again to attempt to understand the nature and motivation of the archetypal terrorist who seeks martyrdom.
- C. Today, in an era of globalisation, when the world is increasingly becoming an interpenetrative community, we need to ask whether misconceived state policies do not aid and abet terrorists in the guise of martyrs.
- D. If you were to apprehend an armed nocturnal intruder in your house, your first—and correct—reaction would be to somehow render the criminal powerless.
- E. Ill-regulated communities breed crime.
- (a) BCDEA (b) DABEC
 (c) CEDAB (d) BDAEC

- Q 10. A. Products of mutual funds and insurance companies all aimed specifically at women are an example of this fact.
- B. For this purpose, we looked at the district-wise figures for working women.
- C. They influence a lot of consumption decisions and hence, there is a distinctive attempt to target them.
- D. The census provides interesting data on the presence of women in different areas in the country, but what is more important is the extent of employment.
- E. Women are a very important target group for a whole host of corporates.
- (a) DCEAB (b) DBECA
 (c) ECABD (d) ECADB

PRACTICE EXERCISE 3

Direction for questions 1 to 6: *In each of the following questions, four sentences are given which, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.*

- Q 1. A. So Iraq and Afghanistan are now sun-drenched lands enjoying liberty and freedom, overflowing with joy and prosperity.

- B. Yet in a new campaign ad, Republican Party strategists shamelessly take credit for “two more free nations” and “two less terrorist regimes,” using footage of the Iraqi and Afghan Olympic teams.
- C. The bylaws of the International Olympic Committee and the US Olympic Committee strictly prohibit the use of the word “Olympic” and related symbols for political ends.

2.12 □ Verbal Reasoning

- D. The US Congress stipulates that the USOC "shall be non-political and may not promote the candidacy of any individual seeking public office."
(a) CDBA (b) CDAB
(c) DABC (d) ACDB

- Q 2. A. He is the faceless man who is nowhere and everywhere.
B. He will live on bread and water, sleep on the streets, move from house-to-house.
C. It is impossible for the political leaders of a tame western world that wages its wars by remote control to understand the power of the marginal man, who has been deprived, stripped of his right and driven back to the wall.
D. This is a man who has lost everything, his home, his family, his country, even his personal history.
(a) CDAB (b) DABC
(c) CABD (d) CDBA

- Q 3. A. The first vision is cyclical and millennial.
B. It sees man originating from the greater anthropoid apes, climbing slowly through tribal groups, via the Renaissance and the early Industrial Age, into modern technological man.
C. The second is linear and utopian.
D. It sees man originating from a divine source, a fall, exile, a final battle, the regeneration of the world by a Divine Saviour and the foundation of the Kingdom of God on earth.
(a) ABCD (b) CBAD
(c) ACBD (d) ADCB

- Q 4. A. One may disagree with some of his contentions, but in the aftermath of September 11, one must give credence to his central point: that in the post-Cold War world, the critical distinctions between people are not ideological or economic—they are cultural.
B. Samuel P Huntington's book *The Clash of Civilisations* and *The Remaking of World Order* is very topical these days.
C. Religious, ethnic and racial strands that constitute cultural identity are the central factors shaping associations and antagonisms.
D. Thus, cultural communities are replacing Cold War blocs and the fault-lines between civilisations are becoming the nerve-centres of conflicts in the world.

- (a) BADC (b) CBAD
(c) BACD (d) DBAC

- Q 5. A. Even when it is self-willed, migration causes dislocation and alienation, creating the need for meaningful identities at the individual level.
B. The root cause is modernisation that has spurred migration in large numbers.
C. Simultaneously, education and development within non-western societies stimulates the revitalisation of indigenous identities and culture.
D. Huntington's analysis explains why we are witnessing this surging antagonism among Indian and Pakistani youth and expatriates.
(a) DBCA (b) BCDA
(c) DBAC (d) BADC

- Q 6. A. Not too far from the bright lights of Mumbai, a silent scourge is killing thousands of young children.
B. Their ill-fed bodies vulnerable to infection, most succumbed to ailments as minor as diarrhoea.
C. Stalked by chronic hunger and disease, nearly 30,000 children below the age of six have died in the last year alone in the state's rural belt.
D. It may be considered the country's dollar magnet and envied for its robust industrial base but this image of Maharashtra cloaks a macabre reality.
(a) CBDA (b) DACB
(c) BDCA (d) CDBA

Direction for questions 7 to 10: Given below are five sentences S1, P, Q, R and S that make a paragraph. The sentences making the paragraph have been jumbled randomly, only the first sentence S1 is at its right place. Find out the correct sequence in which P, Q, R and S should follow after S1 so that a coherent and meaningful paragraph is made.

- Q 7. S1. There was a time Egypt faced economic crisis.
P. Cotton is the main export commodity of Egypt.
Q. Foreign trade depends on cultivation of cotton on large-scale.
R. It became necessary for Egypt to boost cotton crops.
S. Only by means of increasing foreign trade Egypt could survive.

PRACTICE EXERCISE 4

Direction for questions 1 to 10: Sentences given in each question, when properly sequenced, form a coherent paragraph. The first and last sentences are 1 and 6, and the four in-between are labelled A, B, C and D. Choose the most logical order of these four sentences from among the five given choices to construct a coherent paragraph from sentences 1 to 6.

Q 1. 1. Ever since Pakistan signed on as an ally in the war on terror, human rights advocates have voiced concerns that innocent people would be caught up in the net.

- A. Roughly half of the youths held are from families deemed uncooperative in the anti-terror fight.
- B. Seven women and at least 54 children under the age of 18 are languishing in prisons in the tribal areas of the NWFP under the so-called collective responsibility clause, which permits imprisonment of a person for crimes committed by a relative, clan or tribe.
- C. The decree has most recently been wielded to force tribal leaders to reveal the whereabouts of Qaeda and Taliban suspects.
- D. Now they're pointing to evidence.
- 6. The rest were imprisoned for the alleged crimes of their fathers.

Q 2. 1. The smaller mobile phones get; the more functions they seem to acquire.

- A. Beginning early next year, TU Media, a consortium of SK Telecom and other Korean companies, will begin beaming television programmes via satellite to special Digital Multimedia Broadcasting phones.
- B. The phones, made by Samsung, have 5.5-centimetre screens and cost \$700.
- C. Now a South Korean firm is rolling out mobiles that double as televisions—and high-definition ones, at that.
- D. Based on early tests, executives at TU Media think that the new service will improve on SK's existing cellular-based television phone service, which has 3 million subscribers but is often interrupted due to poor transmission.

6. The biggest problem, though, is coming up with programming.

- (a) BDAC
- (b) BADC
- (c) CARD
- (d) CBAD

1. Although Maradona recounts his life with neither explanation for his actions (save his love of football) nor fluid penmanship, his story is gripping.

2.14 □ Verbal Reasoning

- A. Maradona blames everyone but himself: luck, the media, managers, football executives—you name it, they did it.
- B. And, ironically, the book's omissions are its most revealing element.
- C. In passing the buck, El Diego reveals who he really is—a man accountable to no one.
- D. It's a tale of cataclysmic ups and downs as he hopscotches from the junior leagues of Argentina to four World Cups with the national side, from solidarity with the people of Naples to seeking solace from that other fallen idol, Fidel Castro.
6. I now believe that Maradona truly is a God and that's why I am an atheist.
- (a) CDAB (b) DABC
(c) DBCA (d) DBAC

- Q 4. 1. The journalists have all but left Haiti.
- A. The suffering caused by the floods is no longer news, and we now work far from the headlines.
- B. Perhaps I have spent so much time in the Third World that I'm immune to it; one develops a thick skin, if only as a defense mechanism.
- C. Some of the aid workers are going as well, myself among them.
- D. How do I feel about the misery I've seen?
6. Otherwise you would be unable to do your job.
- (a) CBAD (b) ACBD
(c) BCDA (d) ACDB

- Q 5. 1. Many space enthusiasts now warn that only private enterprise will truly drive human expansion into space, and yet America's government keeps ignoring them.
- A. It may seem surprising, but there are large numbers of people who would spend hundreds of thousands of dollars on a trip into space.
- B. Tourism and entertainment are both possibilities.
- C. Two people, so far, have spent \$ 20 m, and another two are on their way.
- D. What might cause market forces to take up the mission?
6. Film and television companies would also spend tens of millions if they could.
- (a) DCAB (b) BACD
(c) DBAC (d) ACBD

- Q 6. 1. Zimbabwe provides a dramatic illustration of how stagy economic policies, corruptly enforced, swiftly impoverish.

- A. The main reason the continent is so poor today is that Mugabe-style incompetent tyranny has been common since independence.
- B. But Zimbabwe's curse is also Africa's.
- C. The most important question for Africans now is whether Mr. Mugabe represents not only their past, but their future as well.
- D. In the past five years, Mr. Mugabe's contempt for property rights has made half the population dependent on food aid, while his cronies help themselves to other people's land and savings, and build helipads for their own mansions.
6. There are encouraging signs that he does not.
- (a) DBCA (b) CDBA
(c) DCAB (d) DBAC

- Q 7. 1. If Africans are to have a chance of pulling themselves out of penury, they need governments that do not stand in their way.
- A. Fiscal realism is more common now than a decade ago, as the continent's generally lower inflation rates attest.
- B. They need leaders who uphold the law impartially, but otherwise let people do what they wish.
- C. But graft is still widespread.
- D. They need governments that pass sensible budgets and stick to them.
6. Angola's rulers were accused of having wasted or misappropriated \$ 4 billion in five years—more than 9% of GDP each year.
- (a) BADC (b) BDAC
(c) DACB (d) DBAC

- Q 8. 1. Africa's two most important countries—Nigeria and South Africa—are doing several things right.
- A. If Africa as a whole is to prosper, the majority of its citizens will have to produce more, fashioning goods or providing services that the rest of the world wants to buy.
- B. Given that most Africans are subsistence farmers, that will not be possible without a vast social upheaval, with unpredictable consequences.
- C. Both have swapped tyranny for democracy, and both are using their diplomatic and military muscle to end some of their neighbours' wars.
- D. But both governments are worryingly dependent on a single source of revenue: oil, in Nigeria's case, and white taxpayers, in South Africa's.

- Q 10. 1. Jane Austen died and came back as a fantasy writer.

PRACTICE EXERCISE 5

Direction for questions 1 to 10: In each question below five sentences lettered A, B, C, D, E are given, followed by four options each indicating two sentences, which when interchanged, create a logical sequence of five sentences.

- Q 1. A. The Indian retail sector is on the threshold of something big.

B. The Retailer's Association of India, formed recently by the top 25 modern retailers in the country, estimates that the annual retail consumption in the country is around Rs 9 lakh crores, but with value addition, could be scaled upto Rs 12 lakh crores.

C. With the total retail trade estimated at 200 billion dollars and the organised segment accounting for a mere 2 per cent of this, almost all the organised players have in place, aggressive expansion plans, spreading either to more cities or to larger towns.

D. Also, the development of modern retail in India could enable enhanced productivity, employment and economic growth.

2.16 □ Verbal Reasoning

but returned to the UN at times of crisis to give help, notably in Afghanistan, during the Soviet occupation and in Iraq, after the first Gulf War.

- (a) A and E (b) B and D
- (c) D and E (d) B and C

- Q 3. A. In the maze of India's twisted economic policies, it is difficult to find a more complex bundle of contradictions than the aviation policy.
- B. While the government is omnipresent in the closely guarded sector, a whiff of fresh air has started blowing in the form of 'open skies' agreements with Thailand, some South Asian countries and Sri Lanka.
- C. Piecemeal liberalization would only harm the sector rather than encourage growth, and it will put both passengers and the industry at a disadvantage.
- D. While implementation of the 'open skies' agreements will take time, these pacts indicate the hurry to put the horse before the cart.
- E. Much more is on the cards, if senior bureaucrats are to be taken, at face value, but concerns have cropped up. Since the current trend indicates the lack of a 'wholesome' strategy.
- (a) A and C (b) B and C
 - (c) B and D (d) C and D

- Q 4. A. That is, availability of a service, which can throw some light on the possible search terms specific to one's subject will certainly be useful.
- B. Refining the search query through trial and error process is obviously a laborious exercise.
- C. Let us have a look at some services that can be used for this purpose.
- D. As Google churns out one service after another with amazing regularity, of late users find it difficult to pass even one week without reference to it.
- E. Recently, Google has rolled out another service for helping its users utilise its search service a little more efficiently.
- (a) B and D (b) A and B
 - (c) C and D (d) A and C

- Q 5. A. The fiscal picture at the end of September reveals a revenue deficit of 79 per cent of budget estimate and a fiscal deficit of 39 per cent.

- B. Deficit reduction is to ensure that government borrowings are within sustainable limits and the borrowed funds are used productively for development and creation of capital assets.
- C. Fiscal soundness is not a question of mere numerical deficit targets.
- D. The figures for October show further deterioration with revenue deficit at 83.9 per cent and fiscal deficit at 45.2 per cent.
- E. The deficit targets have been exceeded.
- (a) A and B (b) A and C
 - (c) B and D (d) C and D

- Q 6. A. But drug company executives have insisted that their industry is fundamentally healthy and their expensive research efforts will pay off.
- B. Three major companies disclosed serious problems with important medicines.
- C. This has thrown the spotlight on the fact that the drug industry is failing in its core business of finding new medicines.
- D. The decline in drug research and development has been an open secret among analysts and scientists for years.
- E. Worldwide drug industry is clearly ailing.
- (a) B and E (b) A and E
 - (c) C and D (d) C and E

- Q 7. A. To say that not all is well with higher education will be something of an understatement.
- B. Problems relating to higher education—privatisation and commercialisation, political interference and corruption, mismanagement and agitations, falling standards and irrelevance—are topics of public discussion almost on a day-to-day basis.
- C. Is it possible to locate some key factors that can explain the mess that higher education in the country finds itself in?
- D. The prolific and unplanned expansion of higher education since independence is undoubtedly a major factor responsible for this malaise.
- E. That is the question that Dr. Mutton, a former professor, vice-chancellor and secretary of the association of Asian Universities and one still actively engaged in matters relating to higher education, discusses in his latest book.
- (a) D and E (b) A and D
 - (c) B and D (d) D and C

- Q 8. A. The sunshine days are there again for the Indian steel industry.

- B. In the emerging global scene, experts predict a shift in steel use away from the developed world towards nations like China and India.
- C. A combination of factors appears to be working to push it on to a higher orbit.
- D. If the steel producers are grinning, consumers at large are wearing a grim look.
- E. The way the industry is slowly moving into a new era, chances are that prices will head only one way – northward.
- (a) B and E (b) A and B
 (c) A and C (d) B and D
- Q 9. A. Business Process Outsourcing (BPO) is one of the hottest career destinations for young Indians.
- B. The number of Indians working in this sector was about 2,50,000 by March 2004 and is to grow to 12 million in three years.
- C. In addition to infrastructure facilities, BPO units have been exempted from several labour laws and environmental regulations.
- D. In addition, the unleashing of so-called incentives to this sector by state governments is boosting their growth.
- E. This supersonic trajectory is fuelled by the economic compulsions of North American and European corporations to shift their low-end jobs to countries like India.
- (a) D and E (b) B and D
 (c) C and D (d) C and E
- Q 10. A. Nobody knows how many NGOs are there in India.
- B. It is said that there are at least a thousand of them with an annual income of Rs 1 crore and more.
- C. Estimates vary from a million to several times that number.
- D. By definition, Non-Governmental Organisations (NGOs) must have come into being along with governments.
- E. Though NGOs have, in this manner, a long history, it is only in the past 20 years that they have become ubiquitous.
- (a) B and E (b) A and B
 (c) D and E (d) B and C

PRACTICE EXERCISE 6

“Out of Context” Statement Identification

A new Type of Para Jumble questions Surfaced in the recent online CAT papers. In these questions, besides the usual paragraph arrangement, students were also required to identify one such statement which was out of context. In a nutshell, these questions can be said to be amalgamation of Para Jumble and Odd One out questions.

Ideally, in these questions, the basic idea of solving a paragraph arrangement question remains the same. Only that, you will be required to identify the statement that does not fit into the theme of paragraph. Following practice exercise will provide you some idea regarding these questions and their solution.

Direction for questions 1 to 10: Go through the direction given below and solve the questions based on it.

In each of the following questions, four sentences are given out of which, one sentence does not fit into the context. Remaining three sentences, when put together, form a coherent paragraph. In other words, three of the four sentences, when put in a particular sequential order,

will form a coherent paragraph, but one of the sentences will be out of context and will convey a different message than the other sentences taken together. You are required to identify that Odd-One-Out sentence which does not fits into the context.

- Q 1. A. The mentality of “just do it and be done with it”, can sometimes preclude what we know to be the logical and necessary “means to an end”, of a successful implementation.
- B. However, by utilizing project management methodology, projects can be completed on time, within budget, and to the satisfaction of all involved stakeholders.
- C. Time spent compiling a business case that includes a cost and benefit analysis is an extremely valuable investment.
- D. As is often the case when a project needs to be completed and completed in a hurry, proactive steps such as research, planning, communication, and review are left by the wayside.
- Q 2. A. The “Warren Buffett Indicator,” also known as the “Total-Market-Cap to GDP Ratio,” is

2.18 □ Verbal Reasoning

- breaching sell-alert status and a collapse may happen at any moment.
- B. So with an inevitable crash looming, what are Main Street investors to do?
- C. “A lot of people think I am lucky,” Sean said. “But it has nothing to do with luck.” It has everything to do with certain tools I use.
- D. One option is to sell all your stocks and stuff your money under the mattress, and another option is to risk everything and ride out the storm.
- Q 3. A. Rick Caruso, the founder and CEO of Caruso Affiliated, a privately held real estate company, wrote in a recent LinkedIn post that success does not come easy.
- B. But there are certain steps you can take, or rules to follow, that can help, he says.
- C. There’s no magical formula for achieving it, he says—and most people become successful “by falling over and over again.”
- D. This does not mean you should not physically sit still. It means you should never let your mind or body become idle without purpose, Caruso explains.
- Q 4. A. Android was built from the ground-up to enable developers to create compelling mobile applications that take full advantage of all a handset has to offer.
- B. The Google team loves creating surprises for users. Here’s how to find Google’s Easter eggs, for the two latest versions of its Android operating system.
- C. Android 4.0 Ice Cream Sandwich—To make this fun animation appear, go to Settings, About, and then keep tapping the Android version number until Nyandroid appears.
- D. Android (4.1, 4.2, 4.3) Jelly Bean—To access it, go to Settings, About Phone, and, once again, keep tapping the version number, but this time you’ll see Google’s signature chocolate bar. Tap on it, and the tiles will appear.
- Q 5. A. Tigers killing elephant calves is not a rare occurrence.
- B. Angered tigers are capable of killing even a bull elephant, as epitomised by E.A. Smythies in Journal of Bombay Natural History Society.
- C. And one factor that could be controlling the population of the around 800 elephants of the Corbett landscape is predation on calves by tigers.
- D. We walked from the saddle dam road to the main road—a distance of 6 km—watching the goral, the langur and birds and taking pictures of profusely flowering plants.
- Q 6. A. I’m encouraging people to just get outside and enjoy nature. They can do it in their backyard or backpack 20 miles into the wilderness.
- B. But the universe itself and everything we can touch are made of the most beautiful geometric patterns imaginable.
- C. If you could see the world through my eyes, you would know how perfect it is, how much order runs through it, and how much structure is hidden in its tiniest parts.
- D. We’re so often victims of things—I see the violence too, the disease, the poverty stretching far and wide.
- Q 7. A. I’ve always wondered why married people lose no opportunity to litter their conversations with marriage problems, woefully pitying one another.
- B. In Western cultures, more than 90 per cent of people marry by age 50. Healthy marriages are good for couples’ mental and physical health.
- C. But at the same time, they will do everything to avoid (and make others avoid) single people who want to share their problems of singleness.
- D. They seem to suggest: get married and all your problems will vanish.
- Q 8. A. Apple, unlike any other company in the world, has its identity tied to one individual: Steve Jobs.
- B. Others began working on the Mac at later dates.
- C. But, Jobs did not do it alone.
- D. Apple’s first CEO, Michael Scott, gave us a bunch of colour on the early days, and Steve Wozniak helped with a list of early employees.
- Q 9. A. There’s a reason why overwhelming evidence has not spurred public action against global warming.
- B. In the run-up to Earth Day this year, two major reports were released by the UN’s Intergovernmental Panel on Climate Change.

- C. Both reports cited substantially more evidence of substantially more global warming and related impacts than past reports have and they did so more lucidly than in past iterations.
 - D. The IPCC is a scientific body under the auspices of the United Nations (UN).
- Q 10. A. Big data refers to the idea that society can do things with a large body of data that were not possible when working with smaller amounts.
- B. The term was originally applied a decade ago to massive datasets from astrophysics, genomics and internet search engines, and to machine-learning systems that only work well when given lot of data to chew on.
 - C. When you combine someone's personal information with vast external datasets, you can infer new facts about that person.
 - D. Now it refers to the application of data-analysis and statistics in new areas, from retailing to human resources.

PARAJUMBLES—Non MCQ

Direction for questions 1 to 25: *A number of sentences are given below which, when properly sequenced, form a COHERENT PARAGRAPH. Choose the most LOGICAL ORDER of sentence from the choices given to construct a COHERENT PARAGRAPH.*

- Q1. A. Wind whips off the North Sea, blasting the shelters made of tarps, tents, plastic sheeting and scrap lumber in this sprawling, ramshackle end of the line.
- B. The roads in the camp are muddy; the portable toilets are filthy.
- C. On the outskirts of the northern French town of Calais, a massive, makeshift refugee camp called "The Jungle" grows daily, swelling with asylum-seekers fleeing war in Afghanistan, Syria, Iraq, Sudan and beyond.
- D. Their countries of origin are a map of the targets of U.S. bombing campaigns.
- E. More than 6,000 people in this, France's largest refugee camp, hope for a chance to make the last, dangerous leg of their journey through the nearby channel tunnel to England.
- Q2. A. Accessing either type of train involves significant risk, and accidental deaths occur almost weekly when people leap onto moving trains or stumble under vehicle tires.
- B. Most who arrive here have endured arduous journeys of thousands of miles, hoping to cross to the United Kingdom.
- C. A few days before we visited the camp, a Sudanese man named Joseph was killed when he was run over by a car on the highway.
- D. Camp residents were protesting that the police had not stopped the driver, holding signs reading "We are Humans, Not Dogs"

- and "Do survivors of war not have the right to live in peace?"
- E. The channel tunnel offers asylum-seekers a way to make it to the U.K. without risking a dangerous crossing of the English Channel, by stowing away on either a high-speed passenger train or a freight train.
- Q 3. A. The Senate panel was called "Going Dark: Encryption, Technology, and the Balance between Public Safety and Privacy."
- B. FBI Director James Comey appeared before a Senate Committee on Wednesday, July 8, along with U.S. Deputy Attorney General Sally Quillian Yates.
- C. "Going Dark" is a term used when people encrypt their communications.
- D. A joint statement from the duo, delivered by Yates, acknowledged "citizens have the right to communicate with one another in private without unauthorized government surveillance – not simply because the Constitution demands it, but because the free flow of information is vital to a thriving democracy."
- E. As the meeting convened, the frailty of our networks was on display for the world: The New York Stock Exchange was shut down for half a day, supposedly due to a computer "glitch"; United Airlines grounded flights when it lost access to its computer systems; and The Wall Street Journal website was down due to "technical difficulties."
- Q 4. A. To be different from the group or to resist environment is not easy and is often risky as long as we worship success.
- B. The urge to be successful, which is the pursuit of reward whether in the material or

2.20 □ Verbal Reasoning

in the so-called spiritual sphere, the search for inward or outward security, the desire for comfort.

- C. With increasing age, dullness of mind and heart sets in.
- D. This whole process smothers discontent, puts an end to spontaneity and breeds fear; and fear blocks the intelligent understanding of life.
- E. Conventional education makes independent thinking extremely difficult, and conformity leads to mediocrity.

Q 5. A. Until the 1980s, spinning factories mainly employed adult male workers in secure conditions of employment, with lawful wages and basic social security.

- B. Over the last 30 years, these workers have been replaced substantially by children labouring in what is called the 'camp coolie system'.
- C. This atrocious arrangement confines tens of thousands of child and teenage workers in locked custodial hostels, and compels them to toil almost without a break in conditions of semi-bondage for 10 hours or more a day.
- D. A conspiracy of silence shrouds this reality of 'Make in India' in the contemporary era of accelerating economic growth at all costs.
- E. The growth is in part built, in part, on the oppressive and illegal work by children.

Q 6. A. Not to be able to stop thinking is a dreadful affliction, but we don't realize this because almost everybody is suffering from it, so it is considered normal.

- B. This incessant mental noise prevents you from finding that realm of inner stillness that is inseparable from Being.
- C. It also creates a false mind-made self that casts a shadow of fear and suffering.
- D. The philosopher Descartes believed that he had found the most fundamental truth when he made his famous statement: "I think, therefore I am."
- E. He had, in fact, given expression to the most basic error: to equate thinking with Being and identity with thinking.

Q 7. A. It's a fringe highland region so detached from the modern world that even the regular passing of mist is considered an omen from the spirits.

- B. The Anga are also heirs to one of most bizarre rituals of the ancient world: the smoking of their ancestors' corpses.

C. The Anga people live in Papua New Guinea's Aseki District.

- D. But few have been able to tell fact from fiction.
- E. An extraordinary – and from an outsider's point-of-view, grotesque – form of enshrinement, the smoked corpses of Aseki have captured the imagination of anthropologists, writers and filmmakers for more than 100 years.

Q 8. A. Most of what's known about the mummies is based on hearsay, exaggeration or flights of the imagination.

- B. Even the locals I spoke to – Dickson, a pastor named Loland and a schoolteacher named Nimas – seemed to offer different stories about the ritual's past.
- C. The first documented report on the smoked corpses was by British explorer Charles Higginson in 1907 – seven years prior to the start of WWI.
- D. Yet according to Dickson, the mummifying practice began during WWI, when the Anga attacked the first group of missionaries to arrive in Aseki.
- E. His great-grandfather, one of the corpses we saw under the cliff, was shot dead by the missionaries in self-defence.

Q 9. A. In addition, my own experiences of the spirit world have come together to make this book.

- B. I guess I could say the research had been going on all my life: all the stories my grandmother told me, and all the stories my hunter friends told me when I was older.
- C. In later life, I have had some frightening but amazing spirit encounters that have convinced me of the realness of the spirit world.
- D. For instance, I had a spirit child playmate when I was about four.
- E. He was a little boy who mischievously invited me to play.

Q 10. A. Smitha seems to have been amazingly self-effacing, not taken in by the trappings of stardom.

- B. Actually, I call Smita the pioneer of social work at the zenith of her career – unlike stars like Nargis who became socially active after retiring from films.
- C. It has to be innate and also the ethos of strong middle-class values with which she grew up.
- D. From childhood, she was actively involved in the Rashtra Seva Dal, inspired by the teachings

- of Sane Guruji and adhered to Gandhiji's credo of Sarva Dharma Sama Bhava.
- E. Her father was a freedom fighter who was jailed as a teenager and her mother was a nurse who called social work a *rog* – a disease the family suffered from.
- Q 11. A. But very few cultures have found a place for the quirky or the anomalous in the midst of the epic in the way that the 'Indian imagination' has.
- B. Take the fresco at Mahabalipuram called 'Arjuna's Penance'.
- C. The magnificent figures in the main frieze and narrative, carved out of the rock, are themselves a mix of the divine and the humorous.
- D. But, most tellingly, not far from the main frieze, are the figures of two monkeys, one picking lice from the other's hair.
- E. It's an astonishing example of how this country's traditions of miniaturism converge with its epic stories.
- Q 12. A. Gandhi poetically visualises Tiruvalluvar, as forever in conversation with anyone from any era who cares to listen to him attentively.
- B. This is precisely the greatness of any classical work; that it can lend itself for any interpretation at any given era, far removed from its own time, because of its eternal appeal.
- C. This total assimilation is reflected in his translation.
- D. Although Gandhi was commissioned to do the translation, the Tirukkural was in his genes, inherited from his maternal grandfather who had translated it 1930.
- E. He was so 'smitten' by this celebrated work, having read and re-read it several times over, that it became a part of his intrinsic cultural psyche.
- Q 13. A. Economists love incentives.
- B. They love to dream them up and enact them, study them and tinker with them.
- C. The typical economist believes the world has not yet invented a problem that he cannot fix if given a free hand to design the proper incentive scheme.
- D. His solution may not always be pretty – it may involve coercion or exorbitant penalties or the violation of civil liberties – but the original problem, rest assured, will be fixed.
- E. An incentive is a bullet, a lever, a key: an often tiny object with astonishing power to change a situation.
- Q 14. A. Like the proverbial butterfly that flaps its wings on one continent and eventually causes a hurricane on another, Norma McCorvey dramatically altered the course of events without intending to.
- B. She was a poor, uneducated, unskilled, alcoholic, drug-using twenty-one-year-old woman who had already given up two children for adoption and now, in 1970, found herself pregnant again.
- C. It had taken shape more than twenty years earlier and concerned a young woman in Dallas named Norma McCorvey.
- D. All she had wanted was an abortion.
- E. There was another factor, meanwhile which had greatly contributed to the massive crime drop of the 1990s.
- Q 15. A. McCorvey's case came to be adopted by people far more powerful than she.
- B. They made her the lead plaintiff in a class-action lawsuit seeking to legalize abortion.
- C. The case ultimately made it to the U.S. Supreme Court, by which time McCorvey's name had been disguised as Jane Roe.
- D. The defendant was Henry Wade, the Dallas County district attorney.
- E. On January 22, 1973, the court ruled in favour of Ms. Roe, allowing legalized abortion throughout the country.
- Q 16. A. This forgetting means that you can no longer feel this oneness as self-evident reality.
- B. You then forget the essential fact that, underneath the level of physical appearances and separate forms, you are one with all that is.
- C. It is this screen of thought that creates the illusion of separateness, the illusion that there is you and a totally separate "other."
- D. It comes between you and yourself, between you and your fellow man and woman, between you and nature, between you and God.
- E. Identification with your mind creates an opaque screen of concepts, labels, images, words, judgments, and definitions that blocks all true relationship.
- Q 17. A. Fear is a dreadful thing.
- B. It darkens our lives, from fear we act neurotically.

2.22 □ Verbal Reasoning

- C. We are asking whether man can ever be free of this terrible burden.
D. One may not be conscious of it.
E. It may be lurking in the deep unconsciousness, in the deep recesses of one's own brain.
- Q 18. A. Kohal says she hasn't run into sexism, but other females in the airline industry have and continue to face hurdles simply because of their gender.
B. And there are stories in the media and social media of notes being left on flights, or complaints being made, by passengers upset that they've flown with a female pilot.
C. Kohal's doctor mother and engineer father taught her and her sister that they weren't any different from men and could do anything they wanted as long as they had fun doing it.
D. GoAir, a budget airline in India, said in 2013 that it only wanted to hire small, young females to be flight attendants in order to save money on fuel by keeping the weight of the plane down.
E. This family support has helped her excel, but many women entering traditionally male-dominated professions in India encounter more obstacles.
- Q 19. A. But anyone who has worked as a professional in the country knows otherwise.
B. So what about the infamous 35-hour workweek, which is the envy of much of the rest of the professional world?
C. In the collective imagination, there are two Europes: the industrious north, with relatively low unemployment and dynamic economies, and the sluggish south, where people would just as soon kick back, sip an espresso and watch the world go by.
D. Olivier, a senior counsel in a large French multinational in the construction industry in Paris works about 45 to 50 hours a week, from roughly 09:00 till 19:30.
E. Many people would lump France, the land of the 35-hour workweek, long lunches and even longer vacations, with the south.
- Q 20. A. Everyone knows the story of the traveller in Naples who saw twelve beggars lying in the sun (it was before the days of Mussolini), and offered a lira to the laziest of them.
B. I think that there is far too much work done in the world, that immense harm is caused by the belief that work is virtuous, and that what needs to be preached in modern industrial countries is quite different from what always has been preached.
C. But although my conscience has controlled my actions, my opinions have undergone a revolution.
D. Being a highly virtuous child, I believed all that I was told and acquired a conscience which has kept me working hard down to the present moment.
E. Like most of my generation, I was brought up on the saying, "Satan finds some mischief still for idle hands to do."
- Q 21. A. An autocratic system of coercion, in my opinion, soon degenerates.
B. I am quite aware that it is necessary for the success of any complex undertaking that one man should do the thinking and directing and in general bear the responsibility.
C. For force always attract men of low morality, and I believe it to be an invariable rule that tyrants of genius are succeeded by scoundrels.
D. For this reason I have always been passionately opposed to systems such as we see in Italy and Russia today.
E. But the led must not be compelled; they must be able to choose their leader.
- Q 22. A. They have a responsible president who is elected for a sufficiently long period and has sufficient powers to be really responsible.
B. I believe that in this respect the United States of America have found the right way.
C. The really valuable thing in the pageant of human life seems to me not the State but the creative, sentient individual, the personality; it alone creates the noble and the sublime, while the herd as such remains dull in thought and dull in feeling.
D. The thing that has brought discredit upon the prevailing form of democracy in Europe today is not to be laid to the door of the democratic idea as such, but to lack of stability on the part of the heads of governments and to the impersonal character of the electoral system.
E. On the other hand, what I value in our political system is the more extensive provision that it makes for the individual in case of illness or need.
- Q 23. A. He has only been given his big brain by mistake.
B. A backbone was all he needed.

- C. This topic brings me to that worst outcrop of the herd nature, the military system, which I abhor.
- D. This plague-spot of civilisation ought to be abolished with all possible speed.
- E. That a man can take pleasure in marching in formation to the strains of a band is enough to make me despise him.
- Q 24. A. I must launch out my boat.
- B. The languid hours pass by on the shore - Alas for me!
- C. The spring has done its flowering and taken leave.
- D. And now with the burden of faded futile flowers I wait and linger.
- E. The waves have become clamorous, and upon the bank in the shady lane the yellow leaves flutter and fall.
- Q 25. A. Only now and again sadness fell upon me, and I started up from my dream and felt a sweet trace of a strange fragrance in the south wind.
- B. My basket was empty and the flower remained unheeded.
- C. On the day when the lotus bloomed, Alas, my mind was straying, and I knew it not!
- D. That vague sweetness made my heart ache with longing and it seemed to me that it was the eager breath of the summer seeking for its completion.
- E. I knew not then that it was so near, that it was mine, and that this perfect sweetness had blossomed in the depth of my own heart.

ANSWERS

PRACTICE EXERCISE 1

Q. No.	Answer						
1	(d)	2	(d)	3	(c)	4	(a)
5	(c)	6	(b)	7	(d)	8	(a)
9	(d)	10	(c)				

PRACTICE EXERCISE 2

Q. No.	Answer						
1	(d)	2	(c)	3	(a)	4	(c)
5	(b)	6	(d)	7	(b)	8	(b)
9	(d)	10	(d)				

PRACTICE EXERCISE 3

Q. No.	Answer						
1	(a)	2	(a)	3	(d)	4	(c)
5	(c)	6	(b)	7	(d)	8	(d)
9	(d)	10	(d)				

PRACTICE EXERCISE 4

Q. No.	Answer						
1	(b)	2	(c)	3	(d)	4	(d)
5	(c)	6	(d)	7	(b)	8	(a)
9	(d)	10	(d)				

PRACTICE EXERCISE 5

Q. No.	Answer						
1	(d)	2	(a)	3	(d)	4	(b)
5	(b)	6	(b)	7	(a)	8	(b)
9	(d)	10	(d)				

PRACTICE EXERCISE 6

Q. No.	Answer						
1	(c)	2	(c)	3	(d)	4	(a)
5	(d)	6	(a)	7	(b)	8	(b)
9	(d)	10	(c)				

PARAJUMBLES-NON MCQ

Q. No.	Answer						
1	(cdeab)	2	(beacd)	3	(beacd)	4	(eabdc)
5	(abcde)	6	(abcde)	7	(cabed)	8	(abcde)
9	(badec)	10	(acdeb)	11	(edcba)	12	(bdeca)
13	(abcde)	14	(ecadb)	15	(abdce)	16	(edcba)
17	(abcde)	18	(ceadb)	19	(ceadb)	20	(edcba)
21	(beacd)	22	(dbaec)	23	(ceabd)	24	(abcde)
25	(cbade)						

HINTS AND EXPLANATIONS

Practice Exercise 2

6. (d) The paragraph must start with C as it introduces the subject, followed by B which carries on the idea of software.
7. (b) The paragraph must start with B as it introduces knowledge, and the idea is continued in option A.
8. (b) The paragraph must start with D followed by AC, then F should precede E.
9. (d) DA is obviously a sequence. Now, we have to find out which of the remaining sentences does DA elaborate. Or does it elaborate none and we can therefore start with DA? On close scrutiny, we find DA is an elaboration of B.
10. (d) “This fact” at the end of A refers to C. Thus CA is a sequence and option A gets ruled out. Again, “this purpose” in B is a reference to D. Thus DB is a sequence and option C gets ruled out. “They” in C is a reference to “women” in E. So, clearly we have two sequences—ECA and DB. If you place DB first, it does not make sense. Hence, option (b) is ruled out.

Practice Exercise 3

1. (a) Short and perhaps therefore easy! C is the opening sentence. D elaborates it further. B gives a turn to the para. And A comes as the conclusion.
2. (a) The only independent sentence is C and it should therefore come at the beginning. Do not be confused by “it” at the beginning: it is an indefinite pronoun here. The passage is about “the marginal man” talked about in C. And then there is a gradual sequencing: *the marginal man, this is a man, he*. So either A or D. But A is a better arrangement as far as tense is concerned.
3. (d) Easy one! The clue lies in the words “cyclical” and “linear”.
4. (c) Clearly, B is the initial sentence and D the conclusion.
5. (c) We begin with D, the only independent sentence. Also, BA is a sequence.
6. (b) D is the first sentence as it outlines the paradoxical situation. The rest of the passage goes on to delineate the second part of the paradox.

Practice Exercise 4

- (b) "They" in D refers to "human rights advocates" in 1. Hence, 1D is a sequence. Thus A and C are ruled out. Again, "the rest" in 6 is obviously a sequel to "half of the youths" in A. Which means A6 is a sequence. Hence, option (d) is ruled out.
- (c) C tells us about "the more functions" in 1. Hence, 1C is a sequence. Thus A and B are ruled out. And "the phones" in B refers to the "special Digital Multimedia Broadcasting phones" in A. Thus AB is a sequence. Hence, option (d) is ruled out.
- (d) Look at the first word *It's* (focus on *it*) in D. It refers to "his story" in 1. Thus 1D is a sequence. Hence, A and D are ruled out. And what is one of "the book's omissions"? That Maradona does not blame himself. In other words, A is an explanation of B. Thus BA is a sequence. Hence, option (b) is ruled out.
- (d) The clue lies in "otherwise" in 6, which here means "if you do not develop a thick skin". Obviously, B6 is a sequence. Now, D is the only such choice where B can precede 6.
- (c) B is the answer to D. Hence, DB is a sequence. Besides, C6 is another sequence.
- (d) 6 is the answer to the question raised in C. Thus C6 is an obvious sequence. Enough for our answer!
- (b) 6 is an example of what is mentioned in C. Again, we get C6 as a sequence. A goes best with D, thus giving us DA as another sequence.
- (a) Note the pronoun *both* in C and D. It refers to "Nigeria and South Africa" mentioned in 1. But D should come later because it is a sentence that begins with *But*.
- (d) Here 6 is an elaboration of A. We thus get A6. Enough for our answer!
- (d) Can B come before D? No. Because "Ms Clarke" in B can come only after "Susanna Clarke" in D. Hence, A and D are ruled out. Again, note that "the book" in C refers to "a fat historical fantasy novel" in D. Hence, DC is a sequence. Thus option (b) is ruled out.

Practice Exercise 5

- (d) A introducing the topic must begin the passage, but instead of B, D should follow A, AD being mandatory. C should be next with its data on retail trade. CB being mandatory, B giving data on 'The retailer's Association of India', should follow C, thus B and D should be interchanged to make the sequence a coherent paragraph, E already concluding the passage appropriately with its 'the Association is confident' etc. ADCBE is the right sequence, hence option (d) is the answer.
- (a) E introducing the topic, describing 'Sadruddin stepped down after 12 years' etc., is the best starter but here E is wrongly placed. B should be next, its 'He' referring to 'Sadruddin' of E which should have begun the passage, EB being mandatory. C is at the right place with its 'stories circulated' etc., similarly, D is also at the right place, again CD being mandatory. Only A is an appropriate conclusion of the coherent passage but is misplaced. So only interchanging A and E would make the passage coherent. EBCDA is the right sequence, hence option (a) is the answer.
- (d) A initiating the argument is an appropriate opener of the passage. B picking up well the argument of 'the aviation policy' being 'bundle of contradictions' advances it with 'whiff of fresh air' etc. but B should be followed by D, its 'open skies' agreement argument picks up appropriately from B, instead, C wrongly follows it, so both C and D are misplaced. E with its 'Much more is on the cards' is an apt conclusion of the passage. ABDCE is the right sequence, hence option (d) is the answer.
- (b) B introducing the topic is the best starter for the paragraph. A should be next its 'That is availability of service' picks up the argument from B. Both A and B are misplaced. C, D and E are in right sequence. BA being mandatory A and B are to be interchanged to bring out a coherent passage. BACDE is the right sequence, hence option (b) is the answer.
- (b) C initiating the argument is the best starter but is misplaced. B is rightly placed but C is misplaced. B is rightly placed as it picks up the argument from C and advances it appropriately. A with its 'fiscal picture' etc. should follow B but A is also misplaced. D and E are in order and rightly

- placed. CB and AD being the links, CBADE is the right sequence and B is the answer as A and C are to be interchanged to make a coherent passage.
6. (b) E being the most general statement or introducing the topic is the best starter but it is misplaced. B with its 'Three major companies' etc. should follow E as it picks up E's argument appropriately and advances the argument. C should be next its 'This has thrown' etc. refers to B's describing 'Three companies' have 'serious problems'. D must be next giving the reason behind the 'serious problems'. A is an appropriate conclusion but it also is misplaced, interchanging A and E would set right the sequence, i.e., EBCDA. Hence, option (b) is the answer.
7. (a) A being the most general statement or initiating the argument must begin the passage. B should be the next, as it sums up the argument appropriately and gives the details of 'Problems relating to higher education'. C has the proper logical question, should follow B. Now comes the disruption, E should follow C with its 'That is the question' etc. the logical corollary to C's question, but it is misplaced in the end as the conclusion, which it is not. What D says is the appropriate conclusion of the passage which is also misplaced. So, D and E should be interchanged to make the sequence coherent, i.e., ABCED. Hence, option (a) is the answer.
8. (b) B being the most effective and optimistic starter is the suitable statement as it initiates the topic telling that there is 'a shift in steel use', there are 'sunshine days again in the Indian steel industry.' A sustains the spirit or the force by stating that. C is the logical corollary with its 'A combination of factors' etc. D is rightly placed. E is rightly placed at the end, as what it says concludes the paragraph appropriately with its contrasting picture. A and B are misplaced which can be set right on interchanging them. BACDE is the sequence, hence option (b) is the answer.
9. (d) A telling BPO 'is one of the hottest career' etc. is the suitable starter. B with its details and data on BPO sector should be the next. But E, its 'This supersonic trajectory' etc. is the logical corollary of AB, so it is misplaced. D with its 'In addition' etc. is rightly placed. C with its 'In addition to infrastructure facilities' etc. is the appropriate conclusion but it is also misplaced. So, C and

E should be interchanged to make the right sequence, i.e., ABEDC, hence option (d) is the answer.

10. (d) A initiating the argument should obviously be the opening sentence. But then C with its 'Estimates vary' etc. should be next, so C is misplaced. B with its 'there are at least thousand of them' being the logical corollary, should follow, which again is misplaced. D with its 'By definition' etc. has rightly followed. E appropriately concluding the sequence with its 'NGOs have, in this manner, a long history' etc. is rightly placed in the end. So, B and C have to be interchanged to make the sequence coherent—ACBDE, hence option (d) is the answer.

Practice Exercise 6

- (c) DAB is the link. It talks about project management methodology.
- (c) ABD is the link. It talks about the crash.
- (d) ACB is the link. It talks about the success according to Rick Caruso.
- (a) BCD is the link. It talks about How to unlock two Android Easter eggs while A talks about why it was built up?
- (d) ACB is the link. It talks about tigers killing elephants for the population control.
- (a) CDB is the link as it talks about the pattern of the universe and we can feel that.
- (b) ACD is the link it talks about being single while B talks about the positive aspects of marriage.
- (b) ACD is the link as it talks about not only Steve Jobs contributed to Apple but others also.
- (d) Clearly ABC forms a link about the reports while D states about IPCC.
- (c) ABD forms the link, it talks about the big data and its applications while C states about to infer people along with personal information.

Parajumbles – Non MCQ

- (cdeab) 'Their' in the 4th sentence refers to the asylum seekers mentioned in the 3rd sentence. 5th is the extension of the 1st

2.28 □ Verbal Reasoning

- sentence (refugee camp). North Sea in the 1st sentence corresponds to the ‘channel’ in the 5th sentence. The 2nd sentence gives details of the living conditions in the camp; continues the idea of ‘shelter’ in the previous sentence. Hence cdeab is the answer.
2. (beacd) The 2nd sentence lays the framework for the rest of the paragraph, hence the opener. The 5th sentence talks about how people fulfil their wish to go to UK mentioned in 2nd sentence; 1st sentence talks about the types of train; 3rd is an example of accidental death and 4th sentence talks about the reaction of the camp residents to these unfortunate deaths. Hence beacd is the answer.
3. (beacd) The 2nd sentence introduces the details of a meeting discussed in the paragraph; the 5th takes it forward – ‘as the meeting convened;’ the 1st and 3rd sentence give the highlight of the discussion. The 4th sentence is the outcome of the meeting. Hence beacd is the answer.
4. (eabdc) 5th is the theme sentence hence the opener; the 1st sentence extends the idea of ‘conformity’ in the 5th sentence; the 2nd sentence explains how ‘success is worshipped’ as mentioned in the 1st sentence, and the 4th is the outcome. 5th is the long-term fallout of ‘fear blocking the intelligent understanding of life’. Hence eabdc is the answer.
5. (abcde) The 1st sentence talks about the fair and lawful employment scenario prevalent in the spinning factories till the 1980’s, the rest of the sentences talk about the exploitative scenario that prevailed later; the 2nd sentence points to the negative change that followed. 3rd uses the term atrocious for camp coolie system in 2nd sentence; the 4th and 5th are the concluding statements. 5th has to be the last one as it uses ‘the growth’ refers to ‘accelerating economic growth’ attributed to ‘Make in India.’ Hence abcde is the answer.
6. (abcde) The first sentence moots the discussion on the problem of excessive thinking. The 2nd sentence uses incessant mental noise for not being able to stop thinking in 1st sentence; the 3rd sentence mentions the fallout of incessant thinking. The 4th and 5th sentences (he refers to Descartes) support the premise with a quote from Descartes and hence the concluding sentences.
7. (cabed) The 3rd sentence is the opener as it lays down the framework for discussion on the Anga people; the 1st outlines the geography and culture of the place; The 2nd introduces and 5th sentences details a bizarre ritual associated with the place; ‘few’ in the 4th sentence refers to anthropologists, writers and filmmakers mentioned in the 5th sentence. So, cabed is the correct answer.
8. (abcde) The 1st is the theme sentence discussed in the whole paragraph. The 2nd sentence is the extension of idea introduced the first sentence that what’s known about the mummies is based on ‘hearsay...etc.;’ 3 and 4 form mandatory link as both talk about WWI, an example for the observation intro in the 1st sent; ‘his’ in the 5th sentence refers to Dickson mentioned in the 4th sentence. So, abcde is the correct answer.
9. (badec) The paragraph follows a chronological sequence. 2nd is the introductory general statement that lays the theme of the paragraph. 1st sentence gives the additional source of inspiration; 4th and 5th narrate the author’s experience of the spirit world in his childhood years. The 3rd sentence talks about his experience in later life. Hence, badec is the correct answer.
10. (acdeb) The 1st statement is the author’s opinion, which forms the basis of further discussion. The 3rd sentence explains the ‘self-effacing’ element mentioned in the 1st sentence.; the 4th and the 5th sentence form a mandatory pair linking the childhood and family environment that shaped her personality; the 2nd sentence is the concluding remark about Smita’s proclivity for social work. Hence, acdeb is the correct answer.
11. (edcba) The 5th is the opening general statement that moots the discussion on the ‘quirky...’ in the midst of an epic. The 4th and 3rd illustrate the point with a frieze from a monument; The 2nd sentence gives additional information (most tellingly), ‘not far from the frieze’ justifies the anomaly indicated in the 1st sentence. Of course, 1st is the concluding remark that follows. Hence, edcba is the correct answer choice.

12. (bdeca) The 2nd sentence serves as the opener as it is a general statement about the timelessness of the interpretation of literary works. The 4th sentence supports the assertion made in the 2nd sentence. The 5th sentence talks about Gandhi using pronoun 'He' followed by 3rd which uses the word 'assimilation' that refers to 'read and re-read' in the previous sentence. The 1st is the concluding element. So, bdeca is the correct answer.
13. (abcde) The 1th sentence sets the tone for discussion on the importance of incentives for the economists. The 2nd is the extension of the remark and the 3rd sentence takes it forward with 'the typical economist' and their fixation with problem solving. 4th takes the idea further and points out its limitations, and 5th is the concluding statement. So, abcde is the correct answer.
14. (ecadb) The 5th sentence introduces the topic of discussion-crime drop in the 90's, hence the opener; The 3rd sentence provides historical backdrop of the trend; The 1st statement talks about the impact of Norma McCorvey, The fifth sentence justifies he comparison with the proverbial butterfly, as she 'just wanted an abortion.' The 2nd sentence gives additional information about the lady. So, the answer is ecadb.
15. (abdce) The 1st sentence opens the discussion on McCorvey's case. The 2nd ('they' refers to 'people' in the 1st sentence) and 4th sentences talk about the plaintiff and the defendant of the case. The 3rd and the 5th sentences talk about the progression and culmination of the case. Hence abdce is clearly the answer.
16. (edcba) The 5th sentence moots the problem of identification with the mind; the 4th gives examples of how 'it blocks the different relationships'. The 3rd extends the idea further; the 2nd and 1st sentences talk about the result of identification with the mind and thoughts. Hence edcba is the answer.
17. (abcde) The paragraph opens with a general statement about fear (1st sentence). The 2nd sentence talks about how it's a 'dreadful thing'; and 3rd calls it a terrible burden. The 4th sentence talks about the nature of fear; the 5th sentence explains how 'one may not be conscious' of fear. Hence abcde is the answer.
18. (ceadb) The 3rd is an opener, as it lays the background for discussion on 'sexism' in the airlines industry. The 5th sentence (this family support) refers to the gender neutral values enjoyed by Kohal. The 1st sentence mentions that hers has been more of an exceptional experience; the 4th and 2nd sentences indicate the instances of sexism prevalent in the airline industry. Hence ceadb is the answer.
19. (ceadb) The 3rd sentence is a general observation about the 'two Europes', The 5th sentence puts France with the southern part of Europe and talks about a common myth regarding the workload in the region. The 1st and 4th sentences illustrate that it is far from true. The 2nd sentence raises a question which the reader would like to ask. Hence ceadb is the answer.
20. (edcba) The 5th sentence mentions a 'saying' that dictated the author's upbringing; as the paragraph is about hard work and laziness, it's a good opener. The 4th completes the description. The 3rd and 2nd sentences talk about the radical change in the author's point of view. The 1st sentence recalls a story to drive home the point. So, edcba is the answer.
21. (beacd) The 2nd is a general statement talks about the necessity of a leader and the 5th sentence mentions a reservation expressed by the author; the 1st takes the idea of 'coercion' further (refers to 'compelled' in the 5th sentence). The 3rd sentence explains the drawbacks of using force; the last one is the concluding statement which correlates with the strong word 'scoundrel' mentioned in the previous sentence. So, beacd is the answer.
22. (dbaec) The 3rd sentence can't be the opener, as it has to gel with the 5th sentence which can only come before it. The 4th sentence tries to justify an apparent failure of the democratic ideal and gives reasons behind it; In the 2nd sentence 'in this respect' refers to the stability of government mentioned in the 4th sentence; and the 1st sentence completes the information. The 5th sentence lists another factor behind it appeal, and the 3rd sentence

2.30 □ Verbal Reasoning

completes and concludes the idea of the primacy of individual over state. So, dbaec is the correct answer.

23. (ceabd) The 5th sentence can't be an opener as it can't be followed by the 3rd sentence. The 3rd sentence lays down the author's abhorrence for the military system, the topic of discussion; the 5th sentence continues the strong views of the author (despise means strong hatred); 'He' in the 1st sentence refers to 'a man' in the 5th sentence. 2nd sentence completes the opinion given in the 1st sentence; of course 4th is the concluding remark of the discussion. So, ceabd is the correct answer.
24. (abcde) The 1st is the opener, a declarative statement followed by the 2nd sentence – 'languid hours...on the shore' and the tone marker 'alas' relate to 'must launch my boat' in

the 1st sentence. The 3rd and 4th talk about the waning of the spring; the 5th sentence combines both the elements and sums up the poet's musing. So, abcde is the correct answer.

25. (cbade) The 3rd is the opening element as it introduces the topic of reflection, which relates to the blooming of lotus. The 3rd and 2nd sentences are sequential as 'the mind was straying' leads to 'the flower was unheeded'. As the basket remains 'empty' (2nd sentence), the author feels sad and dreamy (1st sentence); 'that vague sweetness' in the 4th refers to 'feeling a sweet fragrance' in the 1st sentence; the 5th sentence is the realization that dawns upon the author, hence the concluding remark. So, cbade is the correct answer.

Critical Reasoning



LEARNING OBJECTIVES

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

1. The different types of question on Critical Reasoning
2. The components of an argument
3. The process of error identification in answer choices
4. How these skills facilitate performance on reading comprehension section

Critical Reasoning, as a test item, is a regular feature on CAT and other B-school examinations.

Critical Reasoning Questions are designed to test the following:

1. Identifying the Argument

An argument does not mean conflict in Critical Reasoning. Argument is simply a piece of reasoning which tries to prove or disapprove an assertion.

(Question would be like—Which of the following best expresses the main point of the passage above?)

2. Flaw in Reasoning

An example of flaw in reasoning can be—Sometimes in attempt to prove something on the basis of an argument, generalization may be done. This generalization may not be true always.

(Which of the following options exhibit reasoning similar to the one used in this given question?)

3. Wrong Assumption Based Conclusions

An assumption is something which is there in the mind of the person while speaking or writing.

(Question would be like—Given conclusion/argument in the question depends upon which of the following assumption?)

Difference between Assumption and Conclusion is: Assumption is unstated, it is in your mind. You do not speak this. Whereas conclusion is stated, you speak this out and it can be verified for being right or wrong through stated words.

For example, A Father said to his son—If you do not attend your classes regularly, you will not get good marks in examinations. In this case, father assumes that (a) son will listen to his father. Conclusion that can be derived is—To get good marks in examinations, one is required to attend the classes regularly.

Usually, in CR questions, one is required to understand the assumption to identify the gap in the arguments and subsequent conclusion.

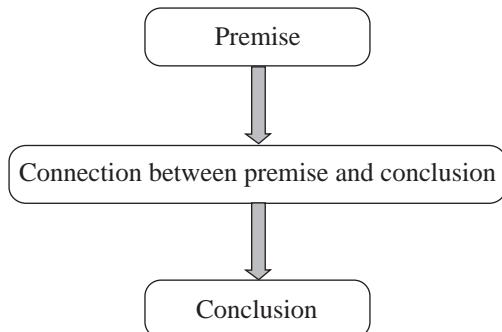
4. Strengthening or Weakening an Argument

To strengthen or weaken an argument, student is required to understand the argument and reasoning put forward.

2.32 □ Verbal Reasoning

Before we move ahead, let us know the ingredients of a Critical Reasoning Question:

There are three parts of a Critical Reasoning Question:



In normal situations, a premise is a 'given' statement, and hence, cannot be used to weakening or strengthening the argument. However, this should not be taken as a rule.

Mostly, strengthening or weakening happens at 2nd level—'Connection between premise and conclusion'. This connection can happen using data or logical argument, and if a reliable data or logic can be given against the given argument in the question, then the argument has got weakened. On the other hand, if a reliable data or logic can be given in favour, then the argument has got strengthened.

Example 1

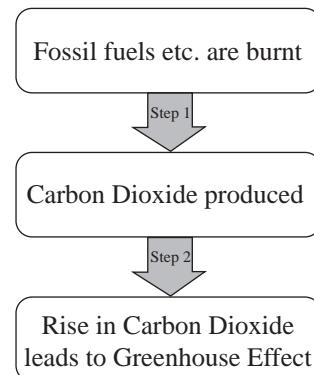
When fossil fuels like coal, oil and other substances are burnt, they produce Carbon Dioxide which is already present in the atmosphere. However, as the Carbon Dioxide level rises, it leads to the greenhouse effect. Already there is a lot of Carbon Dioxide which has caused an increase in the temperature, in order to stem this trend, growth in industrial production must be slowed down or methods of production without Carbon Dioxide emission must be found.

Which of the following, if true, would tend to weaken the impact of the above conclusion?

1. Most of the Carbon Dioxide responsible for the greenhouse effect comes from automobiles.
2. Many cold countries would benefit from a rise in temperature.
3. Carbon Monoxide is more harmful than Carbon Dioxide.
4. Industry is soon shifting to synthetic fuel extracted from waste.

Solution

Understand the underlying reasoning:



Conclusion derived is—To stem this trend (Greenhouse Effect), industrial production must be slowed down (here the assumption is that industrial production is responsible for Carbon Dioxide emission and hence, rise in Greenhouse Effect) OR

Methods of production without Carbon Dioxide emission must be found.

Which of the following, if true, would tend to weaken the impact of the above conclusion?

How can we weaken this:

There are two steps in the whole reasoning chain (as shown in the diagram). To weaken the conclusion drawn, we are required to weaken either step 1 or step 2 or both.

Weakening of Step 1:

If we somehow prove that Fossil fuels like coal, oil and other substances do not produce Carbon Dioxide.

Weakening of Step 2:

If we somehow prove that rise in Carbon Dioxide does not contribute significantly in the Greenhouse Effect, or if we can prove that there are some other significant source of production of Carbon Dioxide so that we can shift the onus of Greenhouse Effect from the Industrial production to some other factor.

Now let us look at the options:

- Q 1. Many cold countries would benefit from a rise in temperature.

Solution

This option may be true factually that rise in temperature may benefit cold countries, although it is still to be

verified. Although, in any case, this does not weaken the reasoning given in the question.

Q 2. Carbon Monoxide is more harmful than Carbon Dioxide.

Solution

May be true, but not related to the logic as given in the question.

Q 3. Industry is soon shifting to synthetic fuel extracted from waste.

Solution

Not related to the logic as given in the question.

Q 4. Most of the Carbon Dioxide responsible for the greenhouse effect comes from automobiles.

Solution

This shifts the onus of emission of Carbon Dioxide from the Industries to the automobile. Hence, weakens the reasoning used in the question.

HOW TO APPROACH A CRITICAL REASONING QUESTION

Now we will learn some of techniques to identify the relevance of the reasoning and the ways in which reasoning goes awry.

1. Fallacy of Irrelevant Reason

A reasoning is said to be fallacious if it is not relevant in the case given. At the same time, it must be noted that it need not be necessarily wrong. It may be true, but not relevant in the case given, and hence, fails to establish logical connection between the argument and conclusion. Understand that relevance is not same as being strong reason.

Example 2

Hindus are protesting against breaking off the Ram-setu, an ancient monument, because they believe that this monument is made by Lord Rama himself and breaking it off, will hurt their religious sentiments. According to a recent finding by a politician, “Rama was not having an Engineering degree, hence, this monument should be broken”.

Solution

There are two parts of this passage:

1st part – The monument was made by Lord Rama, and hence, breaking it off will hurt the sentiments of Hindus.

2nd part – Since Lord Rama was not having an Engineering degree, so he cannot construct a monument.

At the end, conclusion is derived as—since the monument was not made by Lord Rama, breaking it off will not hurt the sentiments of Hindus.

Now we will try to find flaws in this whole passage:

1st part introduces the statements, and hence, we will not verify that, “breaking off the monument hurts the religious sentiments of Hindus or not?” The statement given that, “breaking it off will hurt their religious sentiments” is true.

2nd part puts logic to establish the connection with 1st part using the statement that, “Rama was not having an engineering degree, and hence, he cannot construct a monument”. If this statement is true and universally acceptable, then it is proved that:

Rama was not having an engineering degree \Rightarrow he cannot construct the monument \Rightarrow What Hindus believe is false \Rightarrow So breaking the monument off, will not hurt the sentiments of Hindus.

We can see that what statement of politician has the connotation that only engineers can construct any monument. Or in other words, “any non-engineer cannot construct any monument” which is verifiable.

Hence, politician’s logic fails to establish its veracity, hence, belief of the Hindus that monument was made by Lord Rama is not disapproved, and hence, the conclusion questionable.

2. Correlating the Wrong Ends

This occurs when on the basis of a certain result, it is tried to establish a conclusion without examining the proper credentials.

Example 3

During a recent survey done by a newspaper, it has been found that 65% of the people who responded in the survey have voted as good governance as their most important expectation from the government. So, a party that uses good governance as its main issue in the coming election will win the election and form the government.

2.34 □ Verbal Reasoning

Solution

Let us find out flaws in the above logic:

1. Survey results are based on the, “people who responded” and does not consider the whole population. Hence, any conclusion derived out of this sample of the respondents may not depict the correct expectation of the whole population.
2. People who responded to the survey results may not vote in the election, and hence, any conclusion about, “who will win the elections”, is not definitely true.

3. Generalization of the Situations

Generalization is inferring a “trend” on the basis of some particular event.

Example 4

It has been found that if any company goes for sales promotion route, for example giving free samples,

or giving at least 20% discount on the MRP, of establishing a shampoo brand, the company is bound to be the market leader in 5 years. Company XYZ, which produces computer motherboard has used the same sales promotion route. Hence, company XYZ is going to be the market leader in coming 5 years.

Solution

It is quite understandable that what is true for shampoo market may not be true for computer motherboard market because of (i) different target group, (ii) different expectations of the target group regarding the product features, and (iii) involvement of the customers in buying the product. So we cannot have a ‘generalized’ method of being the market leader. The product category plays its own role in deciding the method to be used for establishing a brand and being a market leader.

So the conclusion suffers from the problem of “Generalization”.

PRACTICE EXERCISE

Direction for questions 1 to 4: *Analyze the following statements and give an appropriate answer for the following questions. Questions are independent to each other.*

Q1. “If the forest continues to disappear at its present pace, the Royal Bengal tiger will approach extinction,” said the biologist. “So all that is needed to save the tiger is to stop deforestation,” said the politician.

Which one of the following statements is consistent with the biologist’s claim, but not with the politician’s claim?

- (a) Deforestation continues and the tiger becomes extinct.
- (b) Deforestation is stopped and the tiger becomes extinct.
- (c) Reforestation begins and the tiger survives.
- (d) Deforestation is slowed and the tiger approaches extinction.

Q2. There is little point in looking to artists for insights into political issues. Most of them hold political views that are less insightful than those of any reasonably well-educated person who is not an artist. Indeed, when taken as a whole, the statements made by artists, including those considered to be great indicate that artistic talent and political insight are rarely found together.

Which one of the following can be inferred from the passage?

- (a) There are no artists who have insights in political issues.
- (b) Some artists are no less politically insightful than some reasonably well-educated person who are not artists.
- (c) Every reasonably well-educated person who is not an artist has more insight into political issues than any artist.
- (d) Politicians rarely have any artistic talent.

Q3. All intelligent people are nearsighted. I am very nearsighted. So, I must be a genius.

Which one of the following exhibits both of the logical flaws exhibited in the argument above?

- (a) Iacocca is extremely happy, so he must be extremely tall because all tall people are happy.
- (b) All chickens have beaks. This bird has a beak. So, this bird must be a chicken.

- (c) All geniuses are very nearsighted. I must be very near sighted since I am a genius.
- (d) I must be stupid because all intelligent people are nearsighted and I have perfect eyesight.

Q4. The district health officer boasts that the average ambulance turnaround time, the time from summons to delivery of the patient, has been reduced this year for top-priority emergencies. This is serious misrepresentation. This “reduction” was produced simply by redefining “top priority”. Such emergencies used to include gunshot wounds and electrocutions, the most time-consuming cases. Now, they are limited strictly to heart attacks and strokes.

Which one of the following would strengthen the author’s conclusion that it was the redefinition of “top priority” that produced the reduction in turnaround time?

- (a) The number of heart attacks and strokes decline this year.
- (b) The health officer redefined the district’s medical priorities this year.
- (c) One half of all last year’s top-priority emergencies were gunshot wounds and electrocution cases.
- (d) Other cities include gunshot wound cases in their category of top-priority emergencies.

Direction for questions 5 and 6: *Read the passage given below and solve the questions based on it.*

Hindi ought to be the official language of India. There is no reason for the government to spend money on printing the documents in different languages, just to cater to people who cannot read/write Hindi. The government has better ways to spend tax payers’ money. People across India should read/write Hindi or learn it at the earliest.

Q5. Which of the following, if true, would weaken the speaker’s argument the most?

- (a) The government currently translates official documents into more than eighteen languages.
- (b) Hindi is the most difficult language in the world to speak.
- (c) Most people who travel across India learn Hindi within five years.
- (d) People who are multilingual usually pay maximum taxes.

Q6. United Nations members contribute funds, proportionate to their population, for facilitating

2.36 □ Verbal Reasoning

smooth functioning of the UN. By 2010, India, being the most populous nation on the planet, would contribute the maximum amount to the UN. Therefore, official language of United Nations should be changed to Hindi.

Which of the following is true?

- (a) The point above contradicts the speaker's argument.
- (b) The point above extends the speaker's argument.
- (c) The point above is similar to speaker's argument.
- (d) The point above concludes speaker's argument.

Direction for questions 7 and 8: *Read the passage given below and solve the questions based on it.*

The Bistupur-Sakchi corner needs a speed-breaker. Loyola school children cross this intersection, on their way to the school, and many a times do not check out for traffic. I get to read regular reports of cars and other vehicles hitting children. I know that speed-breakers are irritating for drivers, and I know that children cannot be protected from every danger, but this is one of the worst intersections in town. There needs to be a speed-breaker so that vehicles have to slow down and the children be made safer.

Q 7. Which of the following arguments is used in the above passage?

- (a) Analogy—comparing the intersection to something dangerous.
- (b) Emotive—referring to the safety of children to get people interested.
- (c) Statistical analysis—noting the number of children hit by vehicles.
- (d) Personalization—telling the story of one child's near accident at the intersection.

Q 8. According to a recent research conducted by the district road planning department, ten per cent students come with parents in cars, twenty per cent students use auto-rickshaws, twenty per cent students use taxis, forty per cent students use the school buses and ten per cent students live in the hostel inside the school.

Which of the following is true about the above paragraph?

- (a) It extends speaker's argument using analogy.
- (b) It extends the speaker's argument using Statistical Data.
- (c) It is similar to speaker's argument.
- (d) It contradicts the speaker's argument using Statistical Data.

Direction for questions 9 and 10: *Read the passage given below and solve the questions based on it.*

History, if viewed as a repository not merely of anecdotes or chronology, could produce a decisive transformation in the image of science by which we are now possessed. That image has previously been drawn, even by scientists themselves, mainly from the study of finished scientific achievements as these are recorded in the classics and, more recently, in the textbooks from which each new scientific generation learns to practice its trade.

Q 9. Which of the following best summarizes the above paragraph?

- (a) Scientific achievements are recorded in classics and text books.
- (b) History of science can be inferred from finished scientific achievement.
- (c) Different ways of looking at History can produce altogether different knowledge.
- (d) Text books may be biased.

Q 10. Which of the following statements is the author most likely to agree with?

- (a) History of science presents a scientific way of looking at scientific developments and thus contributes to progress in science.
- (b) History of science should contain only the chronology of the scientific achievements.
- (c) More number of scientific theories results in more number of publications, which benefits publishers
- (d) History of science can present multiple interpretations to people regarding the process of scientific developments.

Direction for questions 11 and 12: *Read the passage given below and solve the questions based on it.*

Silver is especially and repetitively savage about what he sees as the extravagant claims made for particle Physics, arguing that once the proton, neutron, and electron were found and their properties experimentally confirmed, the very expensive searches for ever more exotic particles, such as the Higgs Boson, were increasingly harder to justify other than by their importance to particle Physicists. Most of the particles resemble ecstatic happiness: They are very short-lived and have nothing to do with everyday life. His repeated assault goes to the level of sarcasm: "Finding the Higgs Boson will be a magnificent technical and theoretical triumph. Like a great Bobby Fisher game". Of course, this is a tad unfair, even if some of the claims of its practitioners invite such assaults on their field.

Q 11. Which of the following, if true, will weaken the argument described in the passage?

- (a) All streams of new science need to undergo through a period of uncertainty and we should not criticize research in particle Physics alone.
- (b) Necessity is the mother of every invention.
- (c) Knowledge has preceded application in all spheres of science.
- (d) Funding agency supporting research on Higgs Boson do not mind wasting their money.

Q 12. Identify the statement(s) that is(are) logically consistent with the content of the paragraph:

- I. Silver is an ardent critic of Higgs Boson theory.
 - II. Everyday life has nothing to do with experimental confirmation of the properties of proton, neutron and electron.
 - III. Identifying more information about Higgs Boson is a significant contribution to particle Physics.
 - IV. Research on exotic particles in particle Physics is an expensive proposition.
- (a) Only I
 - (b) Only II
 - (c) Only II and IV
 - (d) Only I and IV

Q 13. Social roles may either conflict or cooperate within any given person, depending upon the circumstances. They conflict when the behaviour patterns demanded by one role cannot be performed while performing the second role. Thus, one cannot easily be a saintly rake or a feminine brut, but given an understanding husband, a woman can be both a loving wife and a loving mother with no conflict between the roles.

Which of the following methods is used by the author to make his or her point?

- (a) Applying an individual attribute to a whole.
- (b) Implying contradictions without actually citing them.
- (c) Relying on common-sense notions of social roles.
- (d) Presenting specific examples to clarify a generality.

Direction for questions 14 to 16: Solve these questions independently.

Q 14. Many environmentalists rank global warming as the most serious current threat to the world's environment, citing evidence that over the past 30 years, the global temperature has risen an average of

2 degrees. However, the average global temperature this year is equal to the average global temperature of last year. Global warming, therefore, is not as a serious problem as these environmentalists claim.

The argument is most vulnerable to the criticism that it

- (a) argues that because a threat is present, that threat must be more serious than any other possible threat.
- (b) concludes that because there is lack of evidence for a problem, that problem does not exist.
- (c) attempts to refute a conclusion about a general trend by appealing to a single counterexample, even though such a counterexample may be consistent with the general trend.
- (d) relies on the ambiguous use of a key term.

Q 15. Any person who uses words ambiguously cannot become a journalist, since journalistic reporting cannot invite artistic interpretation.

Which of the following, if assumed, would allow the conclusion above to be properly drawn?

- (a) No person who invites artistic interpretation can use words ambiguously.
- (b) Any person who uses words ambiguously will invite artistic interpretation in their reporting.
- (c) Any journalist who invites artistic interpretation will sometimes use words ambiguously.
- (d) Either a journalist uses words ambiguously or that journalist invites artistic interpretation.

Q 16. Some people interpret the phrase "survival of the fittest" as "survival of the strongest." However, inasmuch as "strong" is interpreted as "physical size and prowess", this is incorrect. Although strength and size provide a survival advantage within a species in such tasks as breeding, fighting for food, and running from predators, a species will survive only if its overall resource requirement for maintaining its strength does not outweigh the resources available, as is often the case during a famine or other ecological disaster. Based on the passage above, which of the following statements must be true?

- (a) If a species' resource requirement for maintaining its strength outweighs the resources available, that species will not survive.
- (b) Strength does not provide a survival advantage for hunting food.
- (c) The phrase "survival of the fittest" should not be used by the scientific community.

2.38 □ Verbal Reasoning

- (d) The species with the least strength is the most likely to survive in a famine.

Direction for questions 17 and 25: Read the following passage and answer the questions:

Though persons of any age can have cancer, recent research has shown that eating fiber rich diet may reduce risk of some types of cancer. Modern lifestyle has resulted in increased consumption of junk food that is low in fiber. We should fortify junk food with fiber.

Q 17. "NO JUNK FOOD, NO CANCER"!

- (a) The statement cannot be logically inferred from the passage.
- (b) The statement is a logical inference from the passage above.
- (c) The passage has contradicting statements.
- (d) None of the above.

Q 18. I: Cancer is a modern disease.

II: Modern lifestyle and eating habits may have increased risk of cancer.

- (a) Both I and II can be logically inferred from the above passage.
- (b) Neither I nor II can be logically inferred from the above passage.
- (c) Only I can be logically inferred from the above passage.
- (d) Only II can be logically inferred from the above passage.

Q 19. The average after-tax income for a household was 2.5% higher in 1983 than in 1982. At the same time, average after-tax income declined per households at the lower and middle income levels.

Which of the following can be most reasonably inferred from the information above?

- (a) There were more households overall in 1983 than in 1982.
- (b) There were fewer households at the upper income level in 1983 than in 1982.
- (c) Total after-tax income for all households at the lower and the middle income levels was higher in 1983 than in 1982.
- (d) Average after-tax income for the households at the upper income level rose by more than 2.5% between 1982 and 1983.

Q 20. Brushing your teeth regularly, no matter which toothpaste you use, will reduce your chances of tooth decay. Scientists have concluded that, when you brush, you reduce tooth decay by removing the film of plaque that forms on teeth and gums.

So, you can forget about fluorides: brush your teeth carefully and say goodbye to cavities.

Which one of the following is a criticism of the reasoning in the argument?

- (a) Brushing with fluoride toothpaste has been shown to reduce tooth decay.
- (b) The fact that brushing will reduce tooth decay does not show that fluorides are of no value.
- (c) Few people adequately remove plaque by brushing.
- (d) People have plaque on their teeth most of the time.

Q 21. Xenophobia against Asians in USA and UK has increased since 9/11, an elderly Sikh was murdered in USA, mistaken for an Arab. Intelligence Services tap twice as many as phones of Asians as they do of Nordics. Visa rules for Asians have been tightened unreasonably. Now Germany states will not allow Iranian or Middle East students to study nuclear Physics at their universities. Are these steps playing into the hands of terrorist recruiters?

What would you infer from this passage?

- (a) Al Qaida recruiters are delighted with these developments.
- (b) It is time for Asian countries to impose retaliatory tit-for-tat restrictions on UK and USA.
- (c) Increasing Xenophobia is a dangerous trend – it can cause problems, not solve them.
- (d) There is no sense showing anger against decent law abiding Asians. It would be better to utilize energy to catch terrorists.

Q 22. Opinion based, not fact based, reporting, seems to be the fad for most TV Channels these days. In the Aarushi murder case, the channels have already named at least three suspects as guilty, whereas the CBI is still groping in the dark. Each channel has made its own calculations on future confidence vote of the Govt. and is presenting it as fact. Political analysts gleefully state their own speculations as gospel truths. Truth is indeed a casualty these days.

Which of these sentences would best conclude the paragraph?

- (a) The press – print and electronic – would be well advised to exercise restraint and may be have self-regulatory bodies to oversee broadcasts for veracity.
- (b) It would not be a bad idea for the Government to impose some discipline in the press, through legislation. It has been done in other countries.

- (c) Freedom of press does not mean freedom to distort facts, present opinion as fact.
- (d) People must give a thumbs down to blatantly opinionated channels via poor viewership.

Q 23. With crude price touching 146 dollars/barrel it is time to think small cars and petrol savers. It is time to think electric autos and Hydrogen cell vehicles. It is time to think CNG vehicles and hybrid technologies. It is time to think ethanol locos and natural gas furnaces. It is even probable that in our anxiety to save petrol, we will actually lower pollution levels, since all the alternative technologies are more environment friendly than current petrol guzzlers.

Which of the following would strengthen the author's argument?

- (a) Thank God for alternative technologies. We would be back in Stone Age without them.
- (b) It is time to seriously look for more petroleum resources by drilling more, perhaps in the seas and the poles, where huge reserves of the hydrocarbon apparently exist.
- (c) Human ingenuity has found ways out of every crisis in History. Mankind will find a solution to this problem too.
- (d) None of the above.

Q 24. Religion has claimed more lives through History than all famines, earthquakes, wars and pestilences put together. Hundreds of thousands were martyred in the centuries long Christian – Muslim wars of the middle ages. The popes and the Church have, over the centuries, burnt countless so called heretics at the stake. Jews have kicked out huge numbers of Palestinians from their homes, while themselves losing 5 million of their own in the holocaust. Even today, Al Qaida and large numbers of Islamic militant organizations have declared Jehad

against all other Kafirs. Hindu extremists talk of imposing their own brand of Hinduism in India at the cost of secularism. It seems Gods are out there fighting.

Select a suitable conclusion to the paragraph:

- (a) Religion is a curse on humanity and we would be better off as agnostics – believe in God but not in religion.
- (b) Religion should be confined to the boundaries of one's house – not bandied about in public.
- (c) Every religion is out to prove – even with violence – that our God is greater than your God.
- (d) There is a disconnect between the ideas and the practice of religions. The ideals preach peace but its followers use violence.

Q 25. Teenagers are best reached via their favourite pastimes and hobbies – internet, music, movies, peer groups, sports, etc. It is through these very formats they can be told of things that would be good for them in the long run – decency, patriotism, honesty, hard work, fair play, community feeling, harmony and tolerance. Being natural rebels, no teenager likes to be lectured. These values must be communicated to them in palatable ways of their own choice via their own favorite communication modes. Only then will the lessons stick.

Which of these can be derived from the passage?

- (a) Everything cannot be taught in schools and colleges.
- (b) Subtlety and sensitivity would help in reaching out to teenagers.
- (c) Being young, teenagers tend to have short attention spans. Long term issues must be communicated in special ways, which they are attracted to.
- (d) (a) and (b) both.

ANSWERS

Q. No.	Answer						
1	(a)	2	(c)	3	(b)	4	(c)
5	(d)	6	(b)	7	(b)	8	(d)
9	(c)	10	(d)	11	(c)	12	(d)
13	(d)	14	(c)	15	(b)	16	(a)
17	(b)	18	(c)	19	(d)	20	(b)
21	(c)	22	(a)	23	(d)	24	(c)
25	(d)						

HINTS AND EXPLANATIONS

1. (a) First statement matches that of the biologist but goes against the politician's.
2. (c) Statement says that artists are artists do not have political insights; this is reflected in option (c).
3. (b) Argument links two variables and makes an inappropriate analogy, which again happens in option (b).
4. (c) If in the past top priority were gunshot wounds, eliminating them would strengthen the conclusion.

Fact, Inference, Judgement



3

LEARNING OBJECTIVES

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

1. Identify the difference between a Fact, an Inference and a Judgement
2. How to handle questions based on them

Facts: deal with pieces of information that one has heard, seen or read, and which are open to discovery or verification. Verification is the key word

Inferences: are conclusions drawn about the unknown, on the basis of the known

Judgements: are opinions that imply approval or disapproval of persons, objects, situations, and occurrences in the past, the present or the future.

While solving a question, in my opinion, students are able to decide upon Facts very easily. For example: 1.85 lakh students took CAT 2011.

They face difficulty in deciding upon if the given statement is a Judgment or Inference.

Judgment is somewhat “personal”. It is what a person believes to be true, and do not have any proof that if it will be accepted by everybody. So it is like a “personal opinion”. For example, a teacher looks at the progress report of his student and says that – “You will be a rich man in future”. This statement is a personal opinion of the teacher, and everybody around may not agree with the statement. Besides, this statement cannot be verified to be true at the same time.

Difference between Judgment and Inference:

Judgment and Inference differ on the ground of “logically verifiability”. Inference can be logically verified to be right or wrong whereas Judgment is a personal opinion and does not have scope of being verified.

Consider the following example from CAT 2006:

1. According to all statistical indications, the Sarva Shiksha Abhiyan has managed to keep pace with its ambitious goals.
2. The Mid-day Meal Scheme has been a significant incentive for the poor to send their little ones to school, thus establishing the vital link between healthy bodies and healthy minds.
3. Only about 13 million children in the age group of 6 to 14 years are out of school.
4. The goal of universalisation of elementary education has to be a pre-requisite for the evolution and development of our country.

(a) IIFJ	(b) JIIJ
(c) IJFJ	(d) IJFI
(e) JIFI	

2.42 □ Verbal Reasoning

Consider Statement 1

According to all statistical indications, the Sarva Shiksha Abhiyan has managed to keep pace with its ambitious goals.

Explanation

This statement talks about some goals, and how Sarva Shiksha Abhiyan has managed to achieve those. To substantiate it, statement resorts to “all statistical indications”. To analyze this statement, we would start with the Double Y Junction test:

Can we verify this for being true or false? – Yes, definitely.

Since we can verify this statement to be true or false, hence, this statement is Inference.

Consider Statement 2

The Mid-day Meal Scheme has been a significant incentive for the poor to send their little ones to school, thus establishing the vital link between healthy bodies and healthy minds.

Explanation

Can we verify “thus establishing the vital link between healthy bodies and healthy minds” this?

We are not required to verify the link between healthy bodies and healthy mind. Rather we need to verify the linkage between Mid-day Meal Scheme and poor sending their little ones to school?

We cannot reliably verify this statement, hence, this statement is Judgment.

Consider Statement 3

Only about 13 million children in the age group of 6 to 14 years are out of school.

Explanation

This is not an opinion, neither personal nor collective. This is simply a piece of data – hence, a fact.

Consider Statement 4

The goal of universalisation of elementary education has to be a pre-requisite for the evolution and development of our country.

Explanation

This statement is again a personal opinion – talking about future. There is no reliable way through which we can check the veracity of this future event. Hence, this statement is a Judgment.

Now we summarize the whole discussion:

Statement 1 Inference

Statement 2 Judgment

Statement 3 Fact

Statement 4 Judgment

Hence, option (c) is the answer.

PRACTICE EXERCISE

Direction: *From the alternatives, choose the one which correctly classifies the four sentences as a*

2.44 □ Verbal Reasoning

ANSWERS

Q. No.	Answer						
1	(c)	2	(a)	3	(a)	4	(a)
5	(b)	6	(c)	7	(a)	8	(b)
9	(c)	10	(c)	11	(b)	12	(c)
13	(b)	14	(b)	15	(c)		

This page is intentionally left blank

Paragraph Completion

4

LEARNING OBJECTIVES

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

1. Key elements of Paragraph Completion passages
2. Significance of the theme and tone of the passage
3. How to figure out the logical flow of the passage
4. How to master the art of eliminating answer choices

PARA COMPLETION

CAT asks Paragraph Completion questions on a regular basis.

In these questions, a short paragraph is given with a sentence from it removed. Generally, the last sentence of the paragraph is left as a blank, though it is not necessary. There may be some questions in which a statement from middle of the passage is removed. It is followed by four possible options and you will be required to choose that which one can fit into the paragraph best.

Solving the Para Completion Questions

Quickly but carefully read the passage at least twice and figure out the scope, theme, tone and logical flow of the passage; and you are ready to eliminate the choices to figure out the best choice at hand!

Let's take a look at these individual elements in detail, and you shall find this section a cake walk for sure. Para Completion questions can help you to boost your sectional and overall test score.

(a) Scope of the Passage

Try to figure out what the paragraph is all about. What is the topic or subject area of the passage, and what are its limits. So, anything that strays out of the boundaries cannot be a part of the passage. Any answer choice that talks about something outside the scope of the passage is a pariah, and hence, should be eliminated in the first go. Read the following lines carefully, and decide what the scope of the passage is?

In my own constituency, in April, which is a hot month, we had hailstorms of the size of a tennis ball, which destroyed the entire wheat crop in the Tarai. We had snow in places where snow had never been. We had snow late, we had flowering late and we lost large number of crops due to flooding. This is going to increase year after year.

Here the scope of the passage would be the changing weather conditions within a particular area, however it cannot be generalized.

(b) Theme or Gist of the Passage

You have to think like the author of the passage. If you are able to put yourself into the shoes of the author, it

2.48 □ Verbal Reasoning

should not be difficult to figure out what does not fit into the passage. Focus on the key words and try to figure out the essence of the passage. Try to rephrase the passage in your mind in simpler words, and ask yourself what the author is trying to convey. Read the following lines and try to guess the theme of the passage.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

Here, the last line makes the theme amply clear; the author wants the people to uphold their sense of righteousness and integrity even in the midst of bitter struggle.

(c) Tone of the Passage

Tone represents the predominant emotion or mood of the author towards the topic. Tone can be guessed by paying attention to the adjectives used in the passage. Passages are normally the author's reaction to some issue. So, gauging the tone can help you to narrow down to the right choice. If the passage is eulogistic in tone, you do not expect the answer choice to be sarcastic or sardonic. Can you identify the tone of the passage?

AMERICAN students are enrolling in college in record numbers, but they're also dropping out in droves. Barely half of those who start four-year colleges, and only a third of community college students, graduate. That's one of the worst records among developed nations, and it's a substantial drain on the economy. The American Institutes for Research estimates the cost of those dropouts, measured in lost earnings and taxes, at \$4.5 billion. Incalculable are the lost opportunities for social mobility and the stillborn professional careers.

Clearly, the passage bears a negative tone. The author uses expressions like 'dropping in droves', 'drain on the economy' and finally 'incalculable are the lost opportunities', which clearly shows that the author displays a strong sense of disapproval for the flip side of the American education system.

(d) Logical Flow of the Passage

You should read the passages like a detective, keeping an eye on the chain of event, and their logical sequence. If you mess up, you may make a blunder. Therefore, it is important to focus on key ideas and transition phrases used in the passage. One must be able to identify the thread of thought running through the paragraph. The

flow of ideas in the passage should be maintained. Never pick an option which breaks or suddenly changes the flow to some other direction.

Remember, the last thought or idea in the paragraph has to be taken forward. Therefore, continuity is an important thing to be kept in mind in the process of arriving at the right answer.

(e) Master the Art of Eliminating the Choices

It is important to master the art of eliminating the choices, especially in the verbal section. Any option that is out of scope of the argument or contradictory to the theme can be straightaway eliminated. Never pick an option which talks about things that are not mentioned in the paragraph. The correct option will be the one which relates itself to the core information mentioned in the paragraph. Beware of the choices that rephrase and repeat the topic. And avoid extreme choices.

Mma Ramotswe had a detective agency in Africa, at the foot of Kgale Hill. These were its assets: a tiny white van, two desks, two chairs, a telephone, and an old typewriter. Then, there was a teapot, in which. Mma Ramotswe—the only lady private detective in Botswana—brewed redbush tea. And three mugs—one for herself, one for her secretary, and one for the client. What else does a detective agency really need? Detective agencies rely on human intuition and intelligence, both of which Mma Ramotswe had in abundance.

- (1) But there was also the view, which again would appear on inventory.
- (2) No inventory would ever include those, of course.
- (3) She had an intelligent secretary too.
- (4) She was a good detective and a good woman.
- (5) What she lacked in possessions was more than made up by a natural shrewdness.

Solution

Needless to say, the passage revolves around Mma Ramotswe and the minimal assets of her little detective agency. The first choice is off the mark as it takes the topic away from the main character, Mma Ramotswe or her possessions. The third choice fails to sum up the theme of the passage, and digresses from it. The fourth one also fails to connect the possessions of her agency and her unique abilities. The second last sentence asks a question, and the last sentence tries to justify the case in a positive light, so the last choice does not fit. It's only the first choice, which suitably wraps up the discussion raised by the question in the second last line.

PRACTICE EXERCISE

Q 1. Perhaps the simplest and easiest way to understand is the argument of the First Cause. I may say that when I was a young man and was debating these questions very seriously in my mind, I for a long time accepted the argument of the First Cause, until one day, at the age of eighteen, I read John Stuart Mill's Autobiography, and I there found this sentence: "My father taught me that the question 'Who made me?' cannot be answered, since it immediately suggests the further question 'Who made god?'" _____

If everything must have a cause, then God must have a cause. If there can be anything without a cause, it may just as well be the world as God, so that there cannot be any validity in that argument.

- (a) There is no reason why the world could have come into being without a cause.
- (b) That argument, I suppose, does not carry very much weight nowadays, because, in the first place, cause is not quite what it used to be.
- (c) That very simple sentence showed me, as I still think, the fallacy in the argument of the First Cause.
- (d) It brings us to the central truth that God is the ultimate source and essence of everything.

Q 2. Then there is a very common argument from natural law. That was a favorite argument all through the eighteenth century, especially under the influence of Sir Isaac Newton and his cosmogony. People observed the planets going around the sun according to the law of gravitation, and they thought that God had given a behest to these planets to move in that particular fashion, and that was why they did so. _____

- (a) Nowadays, we explain the law of gravitation in a somewhat complicated fashion that Einstein has introduced.
- (b) Modern science has failed to explain this incongruity.
- (c) You no longer have the sort of natural law that you had in the Newtonian system.
- (d) That was, of course, a convenient and simple explanation that saved them the trouble of looking any further for explanations of the law of gravitation.

Q 3. The fountains mingle with the river,
And the rivers with the ocean;
The winds of heaven mix forever,
With a sweet emotion;
_____;

- (a) This is the power of love
- (b) Nothing in the world is single
- (c) This is the seed of creation
- (d) What's life without love

Q 4. All things by a law divine
In one another's being mingle:

- (a) Why not I with thine?
- (b) Let's make a jingle
- (c) It takes two to tango
- (d) God is not away from us

Q 5. Conventional education makes independent thinking extremely difficult. _____ To be different from the group or to resist environment is not easy and is often risky as long as we worship success

- (a) Creativity is crushed by orthodoxy.
- (b) Innovative thinking is the key.
- (c) This has ruined many careers.
- (d) Conformity leads to mediocrity.

Q 6. Though there is a higher and wider significance to life, of what value is our education if we never discover it? We may be highly educated, but if we are without deep integration of thought and feeling, our lives are incomplete, contradictory and torn with many fears; _____.

- (a) the 'well-educated' are ignoramus louts
- (b) and as long as education does not cultivate an integrated outlook on life, it has very little significance
- (c) and integrity is the key to spiritual evolution
- (d) it has been rightly remarked, "I never let school to interfere in my education"

Q 7. The function of education is to create human beings who are integrated and therefore intelligent. _____ We may take degrees and be mechanically efficient without being intelligent. Intelligence is not mere information; it is not derived from books, nor does it consist of clever self-defensive responses and aggressive assertions.

- (a) Education should help us to discover lasting values so that we do not merely cling to formulas or repeat slogans
- (b) Education should not encourage the individual to conform to society or to be negatively harmonious with it

2.50 □ Verbal Reasoning

- (c) One who has not studied may be more intelligent than the learned
- (d) Unfortunately, the present system of education is making us subservient, mechanical and deeply thoughtless

Q 8. Politicians may be corrupt, but have to seek re-election, and to that extent are accountable to voters. But civil servants are virtually unsackable, unaccountable and widely corrupt. You cannot change this overnight. _____

- (a) However, you can create jobs for the unemployed.
- (b) So, go easy on making temporary workers permanent.
- (c) But you can halt the growth of unsackable, unaccountable staff.
- (d) So, devise safeguards against false accusations.

Q 9. The “grand sweep of history” has become a much overused cliché. It incorporated the belief that change stemmed from big ideas that motivated individuals, classes and nations. _____.

- (a) The Bolshevik Revolution, whose impact dominated the 20th century, was prompted by disillusionment among the proletariat
- (b) This finds support in Namier’s view that big ideas are less important than mundane and even base considerations
- (c) Mass movements, cannot be judged by pronouncements of those who manage to filch them
- (d) Thus, the French Revolution happened because the idea of liberty, equality and fraternity motivated people to overturn the decrepit absolute monarchy

Q 10. A country that retains the death penalty needs constantly to fine-tune its clemency jurisprudence as the second best option. The Supreme Court’s latest verdict on death row convicts is a thoughtful exposition of the law in this regard. _____

- (a) Commuting the death sentences of 15 convicts to life sentences has significantly expanded the scope for judicial intervention to save the lives of convicts after the rejection of their mercy petitions.
- (b) The court has laid down fresh rules to humanise the treatment of those facing the gallows, right up to the moment of their execution and even after that.

- (c) The breadth of this ruling is not as impressive: it fails to remove all lingering doubts about the rule against undue delay.
- (d) The court has crafted a new rule that families of convicts ought to be informed in writing as soon as their mercy petitions are rejected.

Q 11. After successfully eradicating smallpox in 1980, India has now gone three straight years without reporting any new case of poliomyelitis infection (“polio”). This qualifies it to receive the World Health Organisation’s (WHO) certification for being polio-free. Undoubtedly, this is a victory that has been fought every inch of the way by myriad agencies on a number of fronts and against what seemed like insurmountable odds.

- (a) The lessons learnt are precious beyond words and the expectation is that these will be harnessed to fight other infectious diseases that plague the country.
- (b) There is also the remaining challenge of treating and rehabilitating those who have already been crippled by the disease.
- (c) Of course, polio vaccination is not a cure-all solution for all infectious diseases.
- (d) In the mid-1990s the vaccination programme that was undertaken involved the government, United Nations bodies, charitable organisations and private donors.

Q 12. Up to this point, Jordan Belfort is no different from countless eager MBA graduates in India who work in the stock or bond markets for global financial firms. Belfort’s lifestyle, while perhaps more (or less?) excessive than that of India’s super-rich, is still something a lot of us covet. He acquires a harem, a hot blonde wife, a daily dose of recreational drugs, a yacht, a yellow Jaguar and a white Ferrari.

- (a) As a job creator, he transforms hopeless, low-end drug dealers into corporate sharks, and even gives a desperate single mother benefits that the US’ social welfare system overlooks.
- (b) He lowers himself to unfathomed moral depths even as he soars to new heights of success.
- (c) Surely many of us will laud Belfort when he says: “At least as a rich man, when I have to face my problems, I can show up in the back of a stretch limousine, wearing a two-thousand-dollar suit and a twenty-thousand-dollar gold watch!”

- (d) These are charismatic brands that several of India's merchant princes flaunt and made more familiar to us through thousands of Bollywood fantasies.

Q 13. The yearning for money as succour drives contemporary capitalism. If every revolution and alternative has failed, why not work to enable the one that actually exists, why not do what your stockbroker tells you, and keep investing to circulate money in the economy? The original *Forbes* magazine exposé that labelled Belfort "The Wolf of Wall Street" likened him to a "twisted Robin Hood" who takes from the rich and gives to himself and his squad of losers.

- (a) It is this observation that makes Scorsese's *The Wolf of Wall Street* profound, locating and attacking the very appeal of money.
- (b) Scorsese refuses to dish out false platitudes that "crime does not pay" nor does he echo the sentimentalism of Oliver Stone's *Wall Street* movies.
- (c) As a job creator, he transforms hopeless, low-end drug dealers into corporate sharks.
- (d) Is that not what we expect from the market, what keeps housewives glued to the television, watching CNBC for the latest stock information, and what drives many to start demat accounts?

Q 14. Like *Company Limited*, Scorsese's *The Wolf of Wall Street* is an exploration of the contemporary world that few would have expected from these two artistes, given their refined sensibilities. *The Wolf of Wall Street* attacks the lifestyle of the middle-class, the world of advertising and consumerism, the lust for the good life and the protection it offers.

- (a) the lust for good life propels us to struggle and survive in this big bad world.
- (b) behind the veneer of consumerism is an effort to assert one's individuality.
- (c) the elite and the downtrodden are unaffected by this false glamour.
- (d) The visible surface and texture of contemporary life corrupts us all, making us wolves thronging the pack of the alpha male rather than being benign, though gullible, sheep.

Q 15. It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the Negro

people a bad check, a check which has come back marked "insufficient funds."

- (a) But we refuse to believe that the bank of justice is bankrupt.
- (b) So we have come to cash this check—a check that will give us upon demand the riches of freedom and the security of justice.
- (c) This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.
- (d) In a sense, we have come to our nation's capital to cash a check.

Q 16. I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality.

- (a) You have been the veterans of creative suffering.
- (b) We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.
- (c) No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.
- (d) I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream.

Q 17. Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope; patient in tribulation;"

-
- (a) A struggle against the common enemies of man: tyranny, poverty, disease, and war itself.
- (b) Celebrating the pluralism of our cosmopolitan culture.
- (c) A solemnization of the onerous fight against the injustice.
- (d) For man holds in his mortal hands the power to abolish all forms of human poverty (does not explain the reason).

Q 18. More fundamentally, the tiff has uncovered a deep rift in the two countries' perceptions of one

2.52 □ Verbal Reasoning

another. From the Indian perspective, America remains unwilling to afford it the respect a true partner deserves. And from the American, the Indian response reveals both a brittle anxiety about its own status and a callous disregard for the well-being of the person the American justice system saw as the victim in this story—the maid.

- _____.
- (a) Rather than partners, the two countries look like strangers
 - (b) America is known for stringent labour laws and its ruthless enforcement
 - (c) The Indo-US relations has therefore been damaged irreversibly
 - (d) If the rift widens, it may impact the peace and stability in South Asia

Q 19. I believe that the school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends. I believe that education, therefore, is a process of living and not a preparation for future living.

- (a) I believe that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the play-ground.
- (b) It must begin with a psychological insight into the child's capacities, interests, and habits.

- (c) To prepare him for the future life means to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities.
- (d) Only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself.

Q 20. We say Newton discovered gravitation. Was it sitting anywhere in a corner waiting for him? It was in his own mind; the time came and he found it out. All knowledge that the world has ever received comes from the mind; the infinite library of the universe is in your own mind. The external world is simply the suggestion, the occasion, which sets you to study your own mind, but the object of your study is always your own mind. The falling of an apple gave the suggestion to Newton, and he studied his own mind.

- (a) Our mind is the root of all evil and good.
- (b) The search for truth begins with the study of one's own mind.
- (c) Mind is the element of a person that enables him to be aware of the world and one's experiences, to think, and to feel; the faculty of consciousness and thought.
- (d) He rearranged all the previous links of thought in his mind and discovered a new link among them, which we call the law of gravitation.

ANSWERS

Q. No.	Answer						
1	(c)	2	(d)	3	(b)	4	(a)
5	(d)	6	(b)	7	(c)	8	(c)
9	(d)	10	(a)	11	(a)	12	(d)
13	(d)	14	(d)	15	(a)	16	(a)
17	(a)	18	(a)	19	(a)	20	(d)

HINTS AND EXPLANATIONS

1. (c) (a) It is contrary to the main argument discussed in the passage, which tries to refute the argument of the First Cause.
 (b) It does not go with the theme of the paragraph, as discussed above.
 (c) As the author believes that there is no validity in the argument of the First Cause, so the third choice is correct.
 (d) Misleading choice. Out of scope of the passage, as it does not talk about the qualities of God.
2. (d) (a) Gravitation is not the main focus of the argument; moreover the para talks about Newton, and not Einstein.
 (b) Does not follow; why would Modern science explain a popular belief.
 (c) Does not make sense as the passage nowhere says that natural law was a part of the Newtonian system.
 (d) This option takes the argument forward, 'that was.....' is the link that takes the case further by questioning the validity of the conventional wisdom. Hence, option (d) is the answer.
3. (b) The lines are simple and direct. You have to find something that concludes the idea. So a, d, and c are quite tempting, although quite general in inference.
 (a) One cannot deduce it from the argument.
 (b) Option (b) concludes the idea mentioned in each line, hence, it is the answer.
 (c) Again, this option is too farfetched.
 (d) Once again, this option is too farfetched.
4. (a) Now, this should be pretty logical for those who believe in love.
 (a) Hits the bulls eye, the only choice that logically completes the lines.
 Hence, option (a) is the answer.
 (b) The choice is too creative although it rhymes well with the previous line.
 (c) 'It takes two to tango' is generally used with a negative sense, so out of question.
 (d) Is out of scope, do not be misled by the word 'divine'.
5. (d) (a, b) The passage nowhere talks about creativity or innovative thinking, so options (a) and (b) are out.
 (c) Take the negative tone too far, so we have to eliminate this choice.
 (d) Option (d) is clearly the missing logical link, which is taken further by the last line of the passage. Mentioned in the last line 'to resist environment is not easy and often risky' supports this statement. Hence, it is the right answer.
6. (b) (a) The first choice is downright offensive, therefore not possible.
 (b) It includes both the elements 'education' and 'integration', hence, the right choice and is the answer.
 (c) Out of scope as the passage is about the 'value of education' and not spiritual evolution.
 (d) It is well said but out of place because the paragraph does not say that education is not necessary.

2.54 □ Verbal Reasoning

7. (c) (a) It provides extra information which is out of scope of the passage.
(b) It does not go with the theme of the passage, which talks about the role of education in developing intelligence.
(c) It fills in the missing link. It has been illustrated in the last two lines.
(d) This does not go with the last line, which tries to define real intelligence.
8. (c) (a) It strays from the theme of the topic and hence, eliminated.
(b) The previous line talks about the civil servants, so no connection between the two.
(c) It justifies the you-cannot-change-it-overnight element in the previous line, hence, the answer.
(d) It is totally unrelated to the topic.
9. (d) (a) The passage talks about big ideas motivating the individuals or nations, this option talks about negative motivation of the proletariat.
(b) It is counter to the theme of the paragraph which talks about the sweeping influence of the big ideas.
(c) This is contradictory to the main idea of the paragraph.
(d) Gives an illustration of how big ideas catch the popular imagination and create a wave of history.
10. (a) (a) Option (a) provides a solid example to support the main idea about fine-tuning the clemency jurisprudence.
(b) It is an extension of the topic, but it deviates from the topic of mercy petitions or clemency jurisprudence.
(c) Goes against the tone of the paragraph which is positive, 'thoughtful exposition' has been used.
(d) It provides secondary information but fails to logically complement the last sentence.
11. (a) (a) Goes with the tone of the paragraph which is laudatory.
(b) It does not follow the last sentence which is positive.
(c) It dilutes the tone of the paragraph which is positive.
(d) 'the vaccination programme' does not have its antecedent in the previous line.
12. (d) (a) This could have been a possible choice, but it does not flow from the last sentence.
- (b) This option is quite tempting, but misses on the 'India' element interspersed throughout the paragraph.
(c) Last sentence in option (c) does not refer to any 'problems' as mentioned in this statement.
(d) It gels both the elements mentioned in the given lines, global brands and the great Indian dream.
13. (d) (a) It is not possible as the previous line talks about Forbes' review of the movie.
(b) The paragraph nowhere talks about Scorsese, so this option is eliminated.
(c) The last line does not have Belfort as the main subject, so 'he' cannot be used for lack of clear antecedent.
(d) The author tries to argue that the greed of common man to make a fortune is not much different from a fraudster like Belfort who manipulates the stock market. Option (d) is in line with the theme of the paragraph. Hence, option (d) is the answer.
14. (d) (a) It does not go with the negative tone of the last line, 'attacks the lifestyle.'
(b) Again, this option changes the tone of the passage which is negative.
(c) This is an extraneous piece of information which falls outside the scope of the discussion.
(d) As it explains how it 'attacks the middle class' and uses the analogy of wolves and sheep to support the case.
15. (a) Let us eliminate the options:
(b) Option (b) talks about how does 'voting' come into picture. Passage does not mention that or is not related to that. Hence, option (b) is not the answer.
(c) Option (c) looks tempting but does not flow from the passage.
(d) Option (d) sounds like a U-turn and hence, cannot be the answer.
(a) Option (a) is the only option left out. Hence it is the answer.
16. (a) (a) The first choice is correct, as it shows the effect of the two opposing views of the two countries engaged in tiff. Hence, this is the answer.
(b) It provides external information, so cannot be the answer.
(c) This is an extreme choice to be eliminated.
(d) It is out of scope of the passage, as it talks about a hypothetical situation.

PART 3**READING COMPREHENSION**

-
- 1** Reading Comprehension 3.3
 - 2** Reading Comprehension A Day 3.67

This page is intentionally left blank

Reading Comprehension

1

LEARNING OBJECTIVES

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

1. Why Reading Comprehension passages are given maximum weightage in the English section
2. How to answer different types of question on RC and Understand the technique required
3. How to read better and avoid inadequate ways of reading

WHAT IS READING COMPREHENSION?

Reading comprehension section in the CAT is the advanced version of the reading comprehension asked in schools. Historically, the passages in the CAT have ranged from 350-1300 words, followed by a set of few questions. The passages are drawn from areas like Pure Sciences, Social Sciences, Medicine, Art, Literature, Technology, etc. A student is supposed to answer the questions in light of the information given in the passage within the stipulated time. The ability of the student to make sense of the information and ideas presented in the passage is put to test through questions with multiple choice answers. More specifically, a person's ability to understand standard written English, analyse complex ideas, and ability to draw inferences from the written material is put to test.

The significance of Reading Comprehension, commonly known as RC can be gauged from the fact that almost half the questions in the Verbal Section are based on Reading Comprehension. Many students find RC to be tough and challenging, but with consistent practice, and patience, the art of Reading Comprehension can be mastered.

WHY IS READING COMPREHENSION ASKED?

RC is the most important and wide question type of the English section of the CAT and other B-school entrance test. RC section helps examiners in assessing the expertise of one in understanding the language. Besides, RC also checks how well a person understands someone else's (the author's) view point his preferences and prejudices.

1. Reading Comprehension is integral to success in the CAT.
Reading is important not only for RC, but also for English usage area (especially in the Critical Reasoning or FIJ or Sentence arrangement questions), and LR/DI section. Having a good reading habit will make more time available for solving the problem.
2. Reading is essential to do well in a B-school.
Life in a B-school demands extensive reading and research for case studies, presentations, and business projects. Today's global manager has to keep pace with the latest happenings in the corporate world, political changes in the country and the world, changing

3.4 □ Reading Comprehension

preferences of the customer. Therefore, newspapers, journals and business magazines form the staple diet of a wannabe professional.

3. Reading helps in getting ahead in career.

Recent researchers have tried to analyse the reading habits of adults working in different organizations at different levels of management hierarchy. One such research finds that people at the higher levels have more positive attitudes toward reading and spend more time in reading. It gives us an idea that reading helps probably because a well read person will have viewpoints and knowledge about diversified fields in his/her occupation, that may lead to faster growth.

Source: <http://www.eric.ed.gov> (sponsored by US Dept of Education)

Let us now go through a sample RC passage:

Breaking the Ice with RC and English Usage

Read the passage carefully and answer the questions on the basis of the information supplied by the passage.

With Barack Obama taking oath yesterday as America's 44th and first African-American president, the United States turned a page and closed a chapter. Obama's spectacular success story is packed with poignant, and powerful, symbolism. If he accepted the Democratic nomination last August on the anniversary of Martin Luther King Jr's 'I Have a Dream' speech, his inauguration follows the American holiday in memory of King. It is the culmination of an extraordinary story and a new beginning. Obama rode on a ticket for change. A country left bitter, fearful and divided by eight years of George W Bush's presidency, welcomed him with relief and expectation. The world, which had viewed America with growing alarm during these years, tuned in to Obama as well. He represented hope that America would manage its own house responsibly and favour consensus and cooperation while dealing with the world. But as enormous as his moment in history are the challenges Obama will face from day one.

Undoubtedly, the gloomy economy will consume much of the new president's energies and he has so far shown signs of clear thinking on how to get America up on its feet again. Equally tough are the assortment of challenges that will present themselves on Obama's foreign policy plate. One war needs to be wound down responsibly while America's attention has to shift to the real battleground in Afghanistan and Pakistan. Obama cannot afford to engage Pakistan only to tackle

al-Qaeda and the Taliban. To continue the world's war against terror, he will have to pursue the other extremist outfits like Lashkar-e-Taiba and its front organizations which export violence from that country. They have had a generally free run despite Pakistan's claims to the contrary. For the sake of the world's security, Obama must press Islamabad to clamp down on these groups and close down their bases, something that the Bush administration failed to do for most of its run. And then there is the Middle East mess. Trying to achieve a degree of resolution there will require fresh commitment and thinking from Washington. It is evident that Obama will have to hit the ground running. There are soaring expectations which cannot be all fulfilled. But he has a good base of credibility to start from. Opinion polls show he enjoys close to 80 per cent approval ratings as he picks up the keys to the White House and that the American people across political divides, are willing to give him a chance and their time. His commitment to consultative governance while being firmly in charge, and the A-list team he has picked, would hopefully serve America and the world well. Obama's inauguration party which has seen millions of Americans pour onto the streets to have a blast is a fine celebration of democratic ideals and values. Democracy's enabling promises are why Americans and those who share similar values elsewhere are raising a toast as they welcome President Barack Hussein Obama.

Q 1. What does the author want to convey from the statement: 'But as enormous as his moment in history are the challenges Obama will face from day one'?

- (a) His ascent heralds a significant change but it also poses many daunting tasks ahead.
- (b) The challenges in front of Obama are insignificant in comparison to his heroic stature.
- (c) This the biggest moment in the history of the US, but also marks the beginning of Obama's onerous journey.
- (d) Obama shall face the toughest challenges in the first phase of his presidency.

Q 2. What can be inferred about the policies of Obama's predecessor?

- (a) His policies had less room for consensus and cooperation in world affairs.
- (b) His policies lacked clear thinking on how to get America upon its feet.
- (c) Pakistan was not engaged to tackle al-Qaeda and the Taliban.
- (d) He showed lack of commitment to tackle the Middle East crisis.

- Q 3. According to the passage, Obama is likely to face all the following major challenges except:
- To wind up the unresolved war.
 - To improve the gloomy economic situation.
 - To find a solution to the Middle East crisis.
 - To get the complete support of the White House and the American people push his plans ahead.

Answers and Explanations

- The passage conveys that the change is remarkable but also throws new challenges ahead, hence, option ((a)) The other options talk about something which is nowhere given or indicated in the passage.
- It can be inferred from the second paragraph fourth line 'He represented hope that dealing with the world,' hence, option (a) is the answer.
- The passage talks about 80 per cent approval ratings as he picks up the keys to the White House and that the American people across political divides', therefore 'to get the support of people' is not a challenge for him, so option (d) is the answer.

How to acquire mastery over Reading Comprehension?

Knowing the weightage given to RC in the verbal section across the range of B-school entrance tests, a student is hardly left with any choice but to attempt at least a few passages.

In order to master the RC section, there are facts that a test-taker needs to know, prior to taking a test. These include:

1. Does speed matter?

Looking at the pattern of last few CAT papers in its online format, average length of a passage has hovered around 700–800 words per passage including questions. Assuming that a student solves all 3 passages in 25 minutes time, this leads to going through 2400 words (on an average) in 25 minutes and 96 words per minute.

However, if a student goes through only two passages, then s/he will be going through only 1600 words in 25 minutes & 64 words per minute. This is sufficient to get a good percentile if you attempt similar number of questions in LR and other English Usage questions.

Having said this, I strongly suggest pushing the limits and increasing the comprehension speed as much as possible, however not at the cost of accuracy.

2. Its more about comprehension than reading

There are two types of reading—reading with the eyes and reading with the brain.

Reading for RC is different from general reading where we read either to get some specific piece of information or we read at ease to relax or unwind ourselves after a long tiring day, and it may just be reading with the eyes But for the competitive examinations we need to read with our brain because the purpose is different. And there comes the comprehension part. We read to find out the main idea of the passage and be accurate in answering the question, which even drains the physical energy. We read with sole objective to maximize our score, within a limited framework of time.

A practical suggestion can be given as to develop the habit of reading books of different genre, and developing a taste for intellectual debate and exploration. This can go a long way to develop the complete personality of the reader besides increasing the level of comfort in the RC section.

So, now what we focus upon is not reading speed but Comprehension speed.

3. Practice is the key

Solving RC practice exercises regularly helps to develops confidence and gives an exposure to the nuances of RC. An aspirant is suggested to find out the main idea of the articles in the editorial section of the newspapers, so that identifying the main idea comes naturally to a student as it is integral to answering questions in CAT especially inferential ones.

4. And finally, analyse the exercises done

The work does not finish after solving the exercise. Analysing a test after solving is more important than students generally may think it to be. Analysis not only tells us where we went wrong and why we went wrong but also how those mistakes are to be avoided thence.

How to increase your reading speed?

We have already discussed that with a decent speed of 80-100 words per minute only, RC can be managed for CAT, although importance of improving the reading

3.6 □ Reading Comprehension

speed (or for that matter improving anything else too) cannot be denied.

Generally, we read slowly because we believe that if we read slowly we will understand the things better. On the other hand, reading slowly leads to loss of concentration as our mind gets easily distracted, which leads to loss of interest, which further lowers down the reading speed.

It is important to understand how we read. Generally we read one to two words at a glance, pause for a fraction of a second and move to the other chunk of words. If we can train our eyes to read more number of words in a glance, our reading speed can increase manifold. With consistent practice, it may be possible to read the lines of a newspaper column in a single glance.

While reading a piece of text, we have tendency to move back, cross check and re-read the things which we have already read. Generally, this happens because of lack of interest, complex vocabulary, or poor retention of the reader. This is known as regression or skip back. The habit of regression has to be minimized if not eliminated. Pausing once in a while to figure out the contextual meaning of words, however, is not regression.

Regression is a big time killer. It breaks the flow of thought, and leads to poor concentration, which leads to more regressions, which further lowers down the reading speed. Thus regression makes reading a slow and tiresome process. The best way to eliminate regression is to move a pen or pencil smoothly under the text and make your eyes follow the text. This is a great way to train oneself to read faster.

Some of us move our lips while reading. We tend to mumble the words audibly or inaudibly. The habit of sounding out words while reading is known as *vocalization*. The habit has its roots in our childhood when we were asked by our teachers in school to read aloud. Even at our homes, our mother would ask us to read aloud, when she used to be busy with the house chores. You could focus on the text (as there was no choice!), but how much of that could you understand? The problem with vocalization is it limits our reading speed, although it may help the reader to fix his mind on the subject matter.

Please note that as you experiment with these speed enhancement techniques, your comprehension will dip initially. Your mind may revolt, as many of us have been regressing and vocalizing throughout our school and college life. With a firm faith to improve reading effectiveness, coupled with consistent practice you can increase your reading speed manifold.

Instructions

Move your pen/pencil under the line of text uniformly and let your eyes follow the movement of the pacer (pen/pencil) and answer the following questions with Yes or No.

Is Muntazer al-Zaidi, the Iraqi who hurled his Number 10 footwear at George W Bush during a press conference in Baghdad, a hero or a heel, in more ways than one? Opinion is sharply divided on this. On the one hand or rather, foot there are those who feel that al-Zaidi's behaviour was totally unacceptable, breaching as it did the code of conduct for journalists who as opinion formers must stick to rules of parliamentary conduct in their professional lives. Conversely, the footloose, or shoeloose, journo has been hailed as a champion by all those and there are many of them who feel that his was a robust and deserved retort-in-kind to Bush's jackbooted militarist policy in Afghanistan, Iraq itself, and elsewhere.

The Baghdad authorities have taken a dim view of the episode and al-Zaidi who has in a letter to the Iraqi Prime Minister pleading for clemency described his no-soles-barred attack as an "ugly act" could face two years imprisonment for his outburst. However, an enthralled Egyptian father has offered his daughter's hand in marriage to the feisty al-Zaidi, saying that he had nothing more valuable than his girl child to offer the barefoot guerrilla. Another admirer, a Saudi tycoon, had offered to buy the famous footwear for \$10 million. Unfortunately, the sale could not take place as an embarrassed Iraqi officialdom had consigned the items in question to an incinerator.

While the jury remains out on whether al-Zaidi should eventually end up in the hall of fame or that of infamy, protocol officers and event managers of politicians and other public figures should put on their thinking caps to figure out ways and means to avoid or at least to minimize the impact of such incidents in future. All public rites and rituals marriages, funerals, birthday parties, press conferences are organized according to commonly accepted codes of behaviour. It is high time that the ritual of public protest so vital to democracy and the concept of a free society should have its own guide book of dos and do not; we need an etiquette of demonstrative dissent.

In this exercise, we might like to take a tip from the would-be novelist who, before a public reading of his latest work, went to the market and bought quantities of eggs and tomatoes which he distributed among the audience, explaining that if he were to be pelted for

deficiencies in his prose he would prefer the missiles to be fresh and not old and foul-smelling. This would appear to be an eminently civilised way of ordering such encounters: the protester would have the satisfaction of lodging, or lobbing, his protest, and the protestee the person being protested against would have the option of choosing the ammunition of the protester. In this way, both parties could claim satisfaction.

In the al-Zaidi-Bush case, such mutual gratification cannot be ruled out. While in the Arab world, and indeed in the Indian subcontinent, footwear with its unclean, animal skin associations is considered a particularly offensive projectile to have hurled at oneself, in the rawhide Texan context of 10-gallon hats and cowboy boots that the exiting US president hails from, similar qualms of ritual pollution need not apply.

In Islamic and Indian traditions, footwear is removed before entering places of worship or even private houses. No such practice applies in the West, particularly in the fabled Wild West of which Dubya is in some ways an embodiment in which it was deemed an honour to have 'died with one's boots on'. Indeed, having ducked in time, the president did not seem particularly fazed by being targeted by *jootis*, and later remarked that he must think up some good shoe jokes for future reference. Sound advice to all those who need to go public. Think of some good shoe jokes. Or good whatever-it-is-you-would-like-thrown-at-you jokes. And lay in stocks of your preferred tokens of protest to give to those who would protest against you. Eggs, tomatoes, chappals; the choice is yours.

- Q 1. Baghdad authorities have welcomed al-Zaidi's act.
Yes/No
- Q 2. The shoe which was hurled was 9 in number. Yes/No
- Q 3. In Texas footwear is considered an offensive projectile. Yes/No
- Q 4. In Islamic tradition, footwear is removed before entering private houses. Yes/No
- Q 5. A Saudi tycoon bought the famous footwear for \$10 million. Yes/No

Answers and Explanations

1. No, the passage authorities have taken a dim view of the episode.
2. No, it was 10 in number.
3. No, the passage says that it's a part of the Texan culture where cowboys don leather apparel.
4. Yes, given in the second last paragraph.

5. No, Saudi tycoon had only offered to buy the famous footwear, and the sale did not take place.

DIFFERENT CATEGORIES OF RC PASSAGES

The reading passages in CAT and other B-school entrance tests are different subject areas like History, Philosophy, Literature, Economics, etc. On the basis of the subject matter, viz., RCs can be broadly classified into different genre viz., Literature, Religion and Philosophy, Economics and Business, Psychology, Life Sciences, Physical Sciences, etc.

A passage from Sociology, arts, or Philosophy can discombobulate a student from science background, and disturb the momentum of the entire paper.

Although the average length of passages has gone down significantly over the years to as low as 500-600 words, the subject matter can be quite unfamiliar and unfriendly to an average test taker. The primary reason behind this discomfiture is that students are seldom comfortable with the vocabulary and concepts used in these subject areas.

Therefore a serious aspirant must thoroughly read newspapers editorials, magazine articles and books from different areas which offer new ideas and challenging vocabulary. Expose yourself to new concepts and ideas through online glossaries and encyclopedia.

The idea is to develop a basic framework of knowledge so that the reader becomes comfortable with different branches of knowledge. This can greatly reduce the shock factor one faces while confronting the abstract passages in the test paper.

Let's take a few sample passages from different disciplines. Be patient and keep your mind open to learning. Try to make sense of what the passage talks about, what the author is trying to convey.

PASSAGE 1

Physical Science

A large part of the North Polar Region the Arctic, Alaska and Greenland has lost over two trillion tonnes of ice over the last five years, according to scientists interpreting new data obtained from a NASA satellite. What is alarming is that the melt figure refers to depletion of landlocked ice, and more than half the loss is in Greenland, contributing to half a millimeter of sea level rise annually. The total ice melt from the entire region has led to sea levels rising by one-fifth of an inch in five years. Add to this, the Arctic Amplification Effect.

3.8 □ Reading Comprehension

The increase in the volume of Arctic waters absorbs more heat in the absence of sunlight-reflecting white ice which warms the oceans even more in summer. In autumn, the heat is released into the air, leading to rise in air temperatures, up to 10 degrees warmer now than recorded in the 1980s.

The Intergovernmental Panel on Climate Change fourth assessment report warned last year that if the current rate of emissions continues unabated, the world could reach a tipping point by 2050. Among other dire consequences, this would seriously impact the availability of drinking water, especially in Asia, Africa and Small Island Developing States.

James Hansen, director of NASA's Goddard Institute of Space Studies, says that the IPCC's estimates are conservative and the information outdated. New data reveal a situation that is far worse, calling for a 'Climate Code Red'. In other words, it's a planetary emergency. The December 2008 UN climate change conference in Poznan, Poland, did not reflect this urgency. Neither specifics nor timelines for curbing emissions were agreed upon that would help formulate a global plan of action at the Copenhagen December 2009 summit to firefight climate change.

The year 2008 could be the tenth warmest year on record, according to the UN Meteorological Agency. Tackling the problem together ought to get top priority rather than assignment of blame, since emissions and their effects know no borders. The answer lies in sharing of clean technology and stepping up research and development efforts in alternative and renewable energy options despite cheaper oil. Industrialized countries should release the promised 2 per cent from carbon trade profits to the UN Adaptation Fund to help developing countries cope with the effects of climate change. India is among the hot spots identified by the UN for extreme weather events. Its National Action Plan on Climate Change shows India is taking the problem seriously. But this might be insufficient without a global plan.

Explanation

The passage begins with the alarming fact that the North Polar Region has lost over two trillion tonnes of ice over the last five years. The melting ice leads to rising sea levels. The increased water volumes absorb more heat and release it into the air, leading to rise in air temperature, which causes global warming. The recent IPCC report says that if the current rate of emissions goes unchecked the world could reach a tipping point by 2050.

James Hansen, director of NASA's Goddard Institute of Space Studies believes that the situation is even bleaker. The answer lies in sharing of clean technology and stepping up research and development efforts in alternative and renewable energy options. Industrialized countries should part with some of their carbon trade profits to help the developing countries cope with the effects of climate change.

PASSAGE 2

Politics/Government

The closing decades of the last century saw substantial offloading of responsibilities by national governments to those below both in the US and Canada. It would appear there is, what Kincaid (2002) calls a "federalist ferment" across the world. The ferment notwithstanding, federalism is facing challenges from several directions. First of all, the intellectual case for decentralization and federalism has come under some critical reappraisal. Even some of the key assertions regarding the virtues of decentralization and the assumptions underlying them have been challenged. Attention has been drawn to the possibility of decentralization failures and the merits of strong nationhood as a check against centrifugal forces gaining ascendancy and subverting the integrity of nations.

What is more, the very forces that led to the fall of oppressive statism and provided the impetus for decentralization, viz., globalization and the demise of statism, are now posing a threat to the sovereignty of nation states—their life blood—and along with them that of their constituent units with implications that are yet to unfold. Despite the moves towards decentralization and more room for junior governments in established federations, viz., the US, Canada and Australia, the signals are mixed. Federal government still accounts for 60 per cent of government expenditure in the US. Things have not changed much in Canada either.

In Australia, the trend, if any, is towards even more centralization. Some of the decentralized federal countries like Brazil are "recentralizing". Globalization has generated pressures for reform in the economic and political organisation and thereby intergovernmental relations of all developing countries. There are forces pulling in opposite directions, tending to centralize functions envisaged by second tier governments, like states in India, and decentralize some to tiers further down citing "subsidiarity".

The choice of the federal form for the US constitution that presaged the emergence of the federal

idea across the world was motivated largely by the anxiety to have a central government that can act decisively when required unlike in a confederation, but with effective checks and balances by dividing powers between the federal government and the states.

What accounts for the current federalist ferment despite warnings about its risks and inefficiencies are basically two fold. One is the economic benefits of efficiency in the organisation and functioning of the public sector from decentralization 1—now encapsulated by the principle of “subsidiarity” in the EU’s Maastricht treaty—combined with the gains from the operation of a large common market. The other is commitment to diversity rather than homogeneity. And this is particularly relevant for a diverse country like India. There is also the strength that comes from unity, the ability to face calamities like the tsunami and threats to security like external aggression or terrorism.

Explanation

Federalism faces difficult challenges in the era of globalization, since the latter has generated pressures for reform in economic and political organizations and thereby in inter-governmental relations of all developing countries as well. There are forces in inter-governmental relations pulling in opposite directions, some tending to centralize functions of second tier governments, such as of the states in India, and others moving to decentralise to tiers further down, citing “subsidiarity”.

PASSAGE 3

Philosophy/Religion

When I was a fairly precocious young man, I became thoroughly impressed with the futility of the hopes and strivings that chase most men restlessly through life. Moreover, I soon discovered the cruelty of that chase, which in those years was much more carefully covered up by hypocrisy and glittering words than is the case today. By the mere existence of his stomach everyone was condemned to participate in that chase. The stomach might well be satisfied by such participation, but not man insofar as he is a thinking and feeling being.

As the first way out there was *religion*, which is implanted into every child by way of the traditional education-machine. Thus I came—though the child of entirely irreligious (Jewish) parents—to a deep religiousness, which, however, reached an abrupt end at the age of twelve. Through the reading of popular scientific books I soon reached the conviction that

much in the stories of the Bible could not be true. The consequence was a positively fanatic orgy of freethinking coupled with the impression that youth is intentionally being deceived by the state through lies; it was a crushing impression. Mistrust of every kind of authority grew out of this experience, a skeptical attitude toward the convictions that were alive in any specific social environment—an attitude that has never again left me, even though, later on, it has been tempered by a better insight into the causal connections.

It is quite clear to me that the religious paradise of youth, which was thus lost, was a first attempt to free myself from the chains of the “merely personal,” from an existence dominated by wishes, hopes, and primitive feelings. Out yonder there was this huge world, which exists independently of us human beings and which stands before us like a great, eternal riddle, at least partially accessible to our inspection and thinking. The contemplation of this world beckoned as a liberation, and I soon noticed that many a man whom I had learned to esteem and to admire had found inner freedom and security in its pursuit.

The mental grasp of this extra-personal world within the frame of our capabilities presented itself to my mind, half consciously, half unconsciously, as a supreme goal. Similarly, motivated men of the present and of the past, as well as the insights they had achieved, were the friends who could not be lost. The road to this paradise was not as comfortable and alluring as the road to the religious paradise; but it has shown itself reliable, and I have never regretted having chosen it.

Explanation

This is a selection from an essay written by the great scientist Albert Einstein. The author says that most people chase material comforts throughout their lives, but it does not satisfy the thinking and feeling people like him. He believes that the traditional education ‘machine’ is rigid and mechanical. It dumbs down a person and limits one’s freethinking.

The author wants to free himself from the chain of merely personal to something bigger and universal, something which can give inner freedom and security. He sums up his argument by saying that path of religion offers many shortcuts and comfortable solutions but the quest for truth is riddled with many challenges.

PASSAGE 4

Economics

China’s lunar New Year sees the world’s largest migration, as tens of millions of workers flock home.

3.10 □ Reading Comprehension

Deserting for a few days the factories that make the goods that fill the world's shops, they surge back to their native villages. This week, however, as they feasted to the deafening rattle of the firecrackers lit to greet the Year of the Ox, their celebrations had an anxious tinge. Many will not have jobs to go back to.

China's breakneck growth has stalled. The rest of East Asia, too, which had hoped that it was somehow "decoupled" from the economic trauma of the West, has found itself hit as hard as anywhere in the world—and in some cases harder. The temptation is to see this as a plague visited on the region from outside, which its governments are powerless to resist or cure. In truth, their policy errors have played their part in the downturn, so the remedies are partly in their hands.

The scale and speed of that downturn is breathtaking and broader in scope than in the financial crisis of 1997-98. China's GDP, which expanded by 13 per cent in 2007, scarcely grew at all in the last quarter of 2008 on a seasonally adjusted basis. In the same quarter, Japan's GDP is estimated to have fallen at an annualized rate of 10 per cent, Singapore's at 17 per cent and South Korea's at 21 per cent. Industrial-production numbers have fallen even more dramatically, plummeting in Taiwan, for example, by 32 per cent in the year to December.

The immediate causes are plain enough: destocking on a huge scale and a collapse in exports. Even in China, exports are spluttering, down by 2.8 per cent in December compared with the previous year. That month Japan's fell by 35 per cent and Singapore's by 20 per cent. Falls in imports are often even starker: China's were down by 21 per cent in December; Vietnam's by 45 per cent in January. Some had suggested that soaring intra-regional trade would protect Asia against a downturn in the West. But that's not happening, because trade within Asia is part of a globalized supply chain which is ultimately linked to demand in the rich world.

Some Asians are blaming the West. The Western consensus in favour of globalization lured them, they say, into opening their economies and pursuing export-led growth to satisfy the bottomless pit of Western consumer demand. They have been betrayed. Western financial incompetence has trashed the value of their investments and consumer demand has dried up. This explanation, which absolves Asian governments of responsibility for economic suffering, has an obvious appeal across the region.

Awkwardly, however, it tells only one part of the story. Most of the slowdown in regional economic growth so far stems not from a fall in net exports but from weaker domestic demand. Even in China, the region's top exporter, imports are falling faster than exports.

Domestic demand has been weak not just because of the gloomy global outlook, but also because of government policies. After the crisis a decade ago, many countries fixed their broken financial systems, but left their economies skewed towards exports. Savings remained high and domestic consumption was suppressed. Partly out of fright at the balance-of-payments pressures faced then, countries have run large trade surpluses and built up huge foreign-exchange reserves. Thus the savings of poor Asian farmers have financed the habits of spendthrift Westerners.

That's not at all bad. One consequence is that Asian governments have plenty of scope for boosting domestic demand and thus spurring economic recovery. China, in particular, has the wherewithal to make good on its promises of massive economic stimulus. A big public-works programme is the way to go, because it needs the investment anyway. When Japan spent heavily on infrastructure to boost its economy in the early 1990s, much of the money was wasted, because it was not short of the stuff. China, by contrast, could still do with more and better bridges, roads and railways.

Yet, infrastructure spending alone is not a long-term solution. This sort of stimulus will sooner or later become unaffordable, and growth based on it will run out of steam. To get onto a sustainable long-term growth path—and to help pull the rest of the world out of recession—Asia's economies need to become less dependent on exports in other ways.

Asian governments must introduce structural reforms that encourage people to spend and reduce the need for them to save. In China, farmers must be given reliable title to their land so that they can borrow money against it or sell it. In many countries, including China, governments need to establish safety-nets that ease worries about the cost of children's education and of health care. And across Asia, economies need to shift away from increasingly capital-intensive manufacturing towards labour-intensive services, so that a bigger share of national income goes to households.

For Asian governments trying to fix their countries problems, the temptation is to reach for familiar tools—mercantilist currency policies to boost exports. But the region's leaders seem to realise that a round of competitive devaluation will help no one. China has responded to American accusations of currency "manipulation" by denying it has any intention of devaluing the Yuan to boost exports. Structural reforms to boost demand would not only help cushion the blow to Asia's poor and thus help avert an explosion of social unrest that governments such as China's fear;

they would also help counter the relentless rise in protectionist pressure in the West.

If emerging Asia needs a warning of the dangers of relying on exports, it need look no further than Japan. Japan's decade-long stagnation ended in 2002, thanks to a boom in exports, especially to China. Now, largely because of its failure to tackle the root causes of weak domestic demand, it is taking more of an economic hiding than any other rich country. Japan used to see itself as the lead goose in a regional flight formation, showing the way to export-led prosperity. It is time for the other geese to break ranks.

Explanation

The article begins with a hint of irony that tens of millions of Chinese workers have been rendered jobless due to the economic recession amidst the backdrop of New Year celebrations. Many people believe that the economic crisis occurred because the Western countries lured the Asian countries into opening their economies and pursuing export-led growth. However, most of the slowdown in regional economic growth so far stems not from a fall in net exports but from weaker domestic demand. The domestic demand has been weak not just because of the gloomy global outlook, but also because of government policies, which left their economies skewed towards exports; The savings remained high and domestic consumption was suppressed. But there is a silver lining too. There is a scope for boosting domestic demand and spend heavily on infrastructure. Asia's economies need to become less dependent on exports by introducing structural reforms that encourage people to spend and reduce the need for them to save. Moreover, the Asian economies need to shift away from increasingly capital-intensive manufacturing towards labour-intensive services.

PASSAGE 5

Literature

He that hath wife and children hath given hostages to fortune; for they are impediments to great enterprises, either of virtue or mischief. Certainly the best works, and of greatest merit for the public, have proceeded from the unmarried or childless men; which both in affection and means, have married and endowed the public. Yet it were great reason that those that have children, should have greatest care of future times; unto which they know they must transmit their dearest pledges. Some

there are, who though they lead a single life, yet their thoughts do end with themselves, and account future times impertinences.

Nay, there are some other, that account wife and children, but as bills of charges. Nay more, there are some foolish rich covetous men that take a pride, in having no children, because they may be thought so much the richer. For perhaps they have heard some talk, Such an one is a great rich man, and another except to it, Yea, but he hath a great charge of children; as if it were an abatement to his riches. But the most ordinary cause of a single life, is liberty, especially in certain self-pleasing and humorous minds, which are so sensible of every restraint, as they will go near to think their girdles and garters, to be bonds and shackles.

Unmarried men are best friends, best masters, best servants; but not always best subjects; for they are light to run away; and almost all fugitives, are of that condition. A single life doth well with churchmen; for charity will hardly water the ground, where it must first fill a pool. It is indifferent for judges and magistrates; for if they be facile and corrupt, you shall have a servant, five times worse than a wife. For soldiers, I find the generals commonly in their hortatives, put men in mind of their wives and children; and I think the despising of marriage amongst the Turks, maketh the vulgar soldier more base.

Certainly, wife and children are a kind of discipline of humanity; and single men, though they may be many times more charitable, because their means are less exhaust, yet, on the other side, they are more cruel and hardhearted (good to make severe inquisitors), because their tenderness is not so oft called upon. Grave natures, led by custom, and therefore constant, are commonly loving husbands, as was said of Ulysses, *vetulam suam praetulit immortalitati*.

Chaste women are often proud and forward, as presuming upon the merit of their chastity. It is one of the best bonds, both of chastity and obedience, in the wife, if she think her husband wise; which she will never do, if she find him jealous. Wives are young men's mistresses; companions for middle age; and old men's nurses. So as a man may have a quarrel to marry, when he will. But yet he was reputed one of the wise men, that made answer to the question, when a man should marry, *A young man not yet, an elder man not at all.*

It is often seen that bad husbands, have very good wives; whether it be, that it raiseth the price of their husband's kindness, when it comes; or that the wives take a pride in their patience. But this never fails, if the

3.12 □ Reading Comprehension

bad husbands were of their own choosing, against their friends' consent; for then they will be sure to make good their own folly.

Explanation

This is one of the most famous essays written by Francis Bacon, noted English philosopher, statesman, scientist, lawyer, jurist, and author titled '*Marriage and Single Life*'. In this essay, he uses witty language to compare the merits and demerits of married life with that of single life. It begins on a cynical note that marrying is a hindrance to any great enterprise. The unmarried or childless people have done the greatest things. The essence of single life is liberty, especially for self-pleasing and humorous minds. Marriage makes a person more disciplined and humane. Although single men are quite charitable they are more cruel and hardhearted. It includes one of the most popular quotes of Bacon, 'Wives are young men's mistresses; companions for middle age; and old men's nurses'.

UNDERSTANDING THE STYLE AND TONE OF THE PASSAGE

Different writers adopt different ways to present their ideas, and even while using the similar writing techniques the author may reflect a different outlook, his way of looking at things. Therefore, to develop a better understanding of the text that is critical to answering questions in the CAT, it is important to understand the style and tone of the passage.

The style of the passage refers to how the ideas have been presented. It is the technique used by the author to convey his/her ideas. The style of writing depends on a variety of factors like the choice of words, clarity and accuracy of expression, sentence length, variety and structure, lucidity or complexity of language used.

Writing Styles

1. The author could use a *narrative style* in which things move like a story; with a definite beginning, middle and end. It is characterized by a personal touch to the description of events.
2. *Descriptive style* of writing reports the details of a person, place, thing or event. It is more like a news report you see in the front page of a daily newspaper. The writer begins in a general manner, and then offers a detailed description of the subject.

3. *Analytical style* of writing, as the name suggests, involves a detailed treatment of an issue or situation. The author dives deep and tries to follow the chain of reasoning and draw inferences. The author weighs the different points of view in favour of or against his argument before arriving at any conclusion.
4. When the author uses the *argumentative style* of writing, he analyses the topic after taking a stand. He tries to persuade the reader using a chain of reasoning, evidence or suggestions. It is a variant of the analytical style of writing.

Tone of Writing

The word tone generally refers to the quality of sound. But, when we refer to the tone of the passage, it refers to the predominant emotion or absence of it displayed by the author. The tone also reflects the attitude of the author towards a subject or character. Any predominant emotion may, thus become the author's tone.

Broadly, the tones can be classified as subjective or objective in nature. An objective tone is used when the author does not choose any side, and remains a neutral and detached observer. On the contrary a subjective tone reflects the emotion displayed by the author. Some of the common tones used by the authors are listed as follows:

Critical: Denotes negative or fault finding attitude of the author. Sometimes, the word critical is also used to denote deep analysis of the issue with a neutral outlook.

Laudatory/Eulogistic: To shower high praise on somebody or something.

Cynical: A higher degree of pessimism coupled with a sense of scepticism and helplessness.

Satirical: To use humour as a tool for healthy criticism.

Sarcastic: To use the words opposite to what you mean to taunt or make fun of somebody.

Didactic: When the author tries to teach or instruct through his writing.

Nostalgic: Conveys a sense of longing for the past.

Example 1

Identify the tone of the passages given below.

PASSAGE 1

Plants are not the only organisms that can be cloned naturally. The unfertilized eggs of some animals

(small invertebrates, worms, and some species of fish, lizards and frogs) can develop into full-grown adults under certain environmental conditions—usually a chemical stimulus of some kind. This process is called parthenogenesis, and the offspring are clones of the females that laid the eggs.

Another example of natural cloning is identical twins. Although they are genetically different from their parents, identical twins are naturally occurring clones of each other.

Scientists have experimented with animal cloning, but have never been able to stimulate a specialized (differentiated) cell to produce a new organism directly. Instead, they rely on transplanting the genetic information from a specialized cell into an unfertilized egg cell whose genetic information has been destroyed or physically removed.

In the 1970s, a scientist named John Gurdon successfully cloned tadpoles. He transplanted the nucleus from a specialized cell of one frog (B) into an unfertilized egg of another frog (A) in which the nucleus had been destroyed by ultraviolet light. The egg with the transplanted nucleus developed into a tadpole that was genetically identical to frog B.

While Gurdon's tadpoles did not survive to grow into adult frogs, his experiment showed that the process of specialization in animal cells was reversible, and his technique of nuclear transfer paved the way for later cloning successes.

Explanation

The passage describes the process of cloning in animals. He describes the early experiments of animal cloning objectively; without taking any stand or position. Therefore, the tone of the passage is *Objective* or *Scientific*.

PASSAGE 2

Everyone agrees that President George Bush's lobotomy has been a tremendous success.

Dick Cheney, the vice-president, declared that he was fully satisfied with it from his point of view. "Without the lobotomy," Mr Cheney told the American Academy of Neurology, it might have proved difficult to persuade the president to start wars all around the world without any good pretext. But the removal of those parts of the brain associated with understanding the outcome of one's actions has enabled the president to function fully and without hesitation. Even when it is clear that disaster is around the corner, as it is currently in Iraq, the chief executive is able to go on TV and announce

that everything is on course and that he has no intention of changing tactics that have already proved disastrous.

"I would like to commend the surgeons, nurses and all involved with the operation," said Mr Cheney. Similarly, Donald Rumsfeld regards the surgery as an unqualified success. He writes in this month's American Medical Association Journal: "The president's prefrontal leucotomy has successfully removed all neural reflexes resistant to war-profiteering. It is a tribute to the medical team who undertook this delicate operation that, no matter how close the connection between those instigating military action and the companies who benefit from it, the president is able to carry on as if he were morally in the right."

Paul Wolfowitz, the deputy secretary of defence, is also delighted at the beneficial effect that medical intervention has had on the president. "Just imagine how the president might have responded to Ariel Sharon's crazy schemes if we had not had the foresight to take out the neural pathways normally connected with perception and understanding," Mr Wolfowitz told a meeting of the Association of Muslim Neurosurgeons For An All-Jewish Israel. "The president is now capable of treating the man responsible for the massacres at Shatila and Sabra as a decent human being, whose advice on how to deal with the problems of Israel is worth not only listening to, but also taking."

With all this acclaim for the US president's lobotomy, it is scarcely surprising that Tony Blair, should have decided to follow suit and undergo similar psychosurgery.

Thanks to the inhibition of specific presynaptic terminals, Mr Blair now appears to feel totally comfortable giving his support to the US massacre in Falluja and to the activities of US snipers who have been so busy in that city shooting women, children and ambulance drivers in revenge for the murder of four mercenaries.

It is also believed that intervention in the motor speech area of his cortex now enables Mr Blair to describe Iraqis who respond negatively to having their houses blown up as "fanatics, extremists and terrorists". Similarly, ablation of the oculomotor nerve means that Mr Blair is now able to see Israeli plans to retain Jewish settlements in the West Bank as a big step forward in the Middle East peace process.

What has come as a complete surprise, however, is the recent revelation that Mr Blair's brain surgery may even predate President Bush's. For without the removal of large portions of his cerebellum, it is hard to understand how the British Prime Minister could have turned down Mr Bush's no-strings offer to keep British troops out of combat in Iraq.

3.14 □ Reading Comprehension

Political commentators are thus finding it impossible to say whether it is Mr Bush or Mr Blair who has pioneered the use of executive lobotomies in the war against terrorism.

Explanation

This article is a satire on the former president of the US George W Bush. Satire uses humour as a tool of healthy criticism, especially to point out flaws of the society or system at large. Do not be bogged down by the medical jargon. Just amuse yourself and enjoy. The way the passage begins with 'The president's surgery has been a tremendous success' and then 'without the lobotomy it might have proved difficult to persuade the president to start wars all around the world without any good pretext' has a touch of satire in it, as the author wants to criticize Bush's decision to start the wars around the world, hence, the tone of the passage is *satirical*.

PASSAGE 3 (POEM)

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Explanation

This is a classic poem written by one of the greatest romantic poets William Wordsworth. The poem has a

great lyrical element. It is apparent that the poet was not just elated by the sight of the daffodils, but he reached a different plane of ecstasy. The poet has used vivid imagery. Expressions like 'sparkling wave of glee; A poet could not but be gay ... in such a jocund company' give us the impression that the tone of the passage is exalted or *laudatory*.

LOGICAL MAPPING OF THE PASSAGE

The author uses the reading passage as a tool to describe something, present his point of view on a particular subject, or elaborate a concept or idea. The author uses a web of words to convey his ideas and opinion. The fact is only few words and key ideas are critical to understand the passage quickly and accurately. Rest of the words which form a mass of the passage are nothing but extensions, examples, explanations and facts used by the author to elaborate the theme of passage. Some of the words may also be used to display skillful use of language [Rhetori(c)]

Like an architect who makes a blueprint of the building, visualizing how the construction work will go in the future, an active reader makes a logical outline of ideas in his mind on the basis of how the author builds his ideas and what he wants to convey to the reader.

Underlining or making a mental note of the **key ideas** of each paragraph as they appear in the passage helps you to understand how the theme of the passage develops.

Since the passages are highly condensed, one is required to read between the lines too, to understand the important elements of the passage which are integral to answering the questions. Do not be misled by illustrations, examples or extensions given by the author but learn to sieve the important details.

Such focused reading also helps you to read faster as you save your time by not getting into extraneous details. It also increases the comprehension as one does not miss out on the main points.

PASSAGE 4

Read the following passage carefully and underline the key points. Identify the logical flow of the passage.

Time Allowed: 8 minutes

Education is a mess because politicians refuse to discipline teachers who sabotage primary education. Surveys show that government teacher absenteeism ranges from 20 per cent to 57 per cent in different states, yet they earn thrice or more than private sector teachers.

Some teachers run businesses (shops, transport services). Others skip school in the morning but give paid tuitions to richer students in the afternoon.

No wonder half of all students drop out by Class 7. Barely 30-50 per cent can read the alphabet in Class 1, and barely 40-50 per cent can read simple words in Class 2. Millions who complete school emerge functionally illiterate, unable to read simple paragraphs or do simple arithmetic. Yet no political party is willing to discipline teachers or demand performance.

An obvious reason is the power of teacher trade union. These often launch strikes just before school examinations, impelling state governments to surrender rather than jeopardize the future of students. Hence, teachers get ever-higher salaries while escaping accountability for performance. Teachers salaries appropriate almost the whole educational budget, leaving hardly anything for other items such as teaching materials and textbooks. Between 1960 and 1980 in Uttar Pradesh, the share of non-salary pending in education fell from 12 per cent to 3 per cent in primary education, and from 28 per cent to 9 per cent in secondary education.

A seasoned politician gave me a big additional reason for teacher power. You see, he said, government teachers preside over polling booths at election time. So we must cosset them, not antagonize them. Otherwise teachers will help rival parties to rig elections, and we cannot afford that at any cost.

A recent book by Geeta Kingdon and Mohammed Muzammil (*The Political Economy of Education in India*) throws new light on teacher power in Uttar Pradesh. Teachers are politically strong because they themselves have become politicians in astonishingly large numbers. *Masterji* has become *Netaji*.

The Constitution provides a quota for teachers in the Upper Houses of State Legislatures. Only large states have an Upper House, but the bulk of the population is in such states.

Second, while the law prohibits government servants from contesting elections, it makes an exception for teachers. Why should teachers be allowed to contest but not doctors, clerks, sanitary engineers or other officials? The only reason is teacher clout.

Third, teachers are often the best educated in rural areas, and so are natural leaders. Hence, they are elected in large numbers to the lower houses of state legislatures too. Since they have so much spare time—they only teach in the mornings, if at all—many do political work. Some are really politicians pretending to be teachers in order to collect a regular salary and have an institutionalized

position of power. Fourth, politicized teachers help provide the troops needed for rallies and elections. Teachers help organize students in secondary schools to become political campaigners. This in turn produces a peculiar breed of “student leaders” who see a future in politics but none in education. They agitate for an automatic pass for all students, not high academic standards.

Kingdon and Muzammil give some stunning figures about the teacher-politician nexus in Uttar Pradesh. In the Upper House, 8.5 per cent of seats are reserved for teachers, yet the proportion actually elected to the Upper House varies from 13 per cent to 22 per cent. Clearly, the power of teachers far exceeds their Constitutional quota.

The Lower House has no teacher quota. Yet teachers accounted for 10.8 per cent of all elected MLA's in the 1993 election, and 8.7 per cent in the 1996 election, far above their 0.9 per cent share in the adult population.

Their share of Cabinet posts was even higher. This share has usually been in double digits since 1985, with a peak of 16.3 per cent in 1991-92. This high share persists regardless of which party is in power—Congress, BJP, Samajwadi, BSP. Mayawati, whose party is tipped to win the next election, is herself an ex-teacher.

This, then, explains why all state governments treat teachers with kid gloves, and in the bargain ignore the mess in education. One obvious way to improve education and teacher accountability is to empower panchayats and parents associations to discipline absentee teachers. But despite the Constitutional amendment seeking to devolve primary education to panchayats, all efforts at actual devolution have been sabotaged. The Kalyan Singh government in 1992 tried to give managers of aided private schools greater powers over teachers, but this led to a mass strike, and the government backed down. In the late 1990s the UP government tried to devolve some educational powers to panchayats, but once again teachers went on the rampage and the government caved in.

This is why many state governments prefer to let panchayats hire para-teachers—local people without proper teacher qualifications. These have helped improve basic literacy at a cost one-fifth that of regular teachers. That is a short-term gain, but para-teachers cannot provide quality education. Besides, in some states para-teachers are agitating to be recognized as regular teachers. What is the way out? Kingdon and Muzammil offer no panaceas. If villagers and panchayats get sufficiently angry with the mess in education, they could create a countervailing political force. That day still seems far off.

3.16 □ Reading Comprehension

Explanation

The 1st paragraph highlights the main idea of the passage—the sorry state of education in India is primarily because of political unwillingness to reform primary education.

The second and the third paragraph bring facts to support that education is in a state of complete mess like: high drop out rates of students and high absenteeism among teachers because of their personal interests. The author then discusses the real reason behind the teacher power: powerful teacher unions and other political compulsions. The author presents facts from the book by Kingdon and Muzammil to support his main argument explaining the reasons behind teach power. The author presents some more facts and figures to explain the teacher-politician nexus. The last paragraph talks about one possible solution to this is to empower the local political bodies like village *panchayats* and parents associations and the challenges in implementing it.

DIFFERENT TYPES OF RC QUESTIONS

RC is a tool which is used by the examiners to test a person's ability to understand and analyse text drawn from different areas. It also tests a person's ability to draw inferences, and if necessary to apply the inference in a new context or framework.

Reading passages do not directly test the general awareness or subject knowledge of any particular field, although a broad awareness of different areas is helpful in increasing the comfort level, and consequently the confidence level with which a person handles the passages. RC questions may test you on either what is given in the passage or what can be deduced from the passage. The idea is to get as close as possible to the mind of the author—what he wants to convey through the framework of ideas interwoven in the passage. From the examination point of view, the RC questions can be broadly subdivided into six categories. A student should try to master different RC question types to exorcise the fear of RC from his mind forever.

1. Main Idea Question
2. Explicit Detail or Direct Question
3. Inference Question
4. Logical Structure Question
5. Tone or Attitude based Question
6. Extended Application Question

Main Idea Question

Main idea of a passage can be defined as the most succinct summary that encompasses the passage.

These questions are very important and test one's ability to understand the overall theme of the passage, mainly 'what the passage is precisely about'. One needs to have a fair understanding of what the passage talks about 'as a whole', and not be confused by the facts, explanations and examples given by the author to support the main idea. Main idea is generally indicated in the first part of the passage. Rarely, it could also come in the concluding part of the article.

Sometimes, the main idea question may be based on supplying a suitable title for the passage. A suitable title is one which captures the major elements of the passage in the shortest logical manner.

Explicit Detail or Direct Question

These questions use the phrases like 'According to the passage', or 'The author/passage mentions the following except:' These questions are easier to tackle as they test one's ability to find specific information given in the passage. One has to locate the detail in the form of information, data or statistics as mentioned in the passage.

These questions provide direct clues like line references which make them easier to crack. Sometimes, these questions can also ask the contextual meaning of an underlined or italicized word as it has been used in the passage. This type of questions may not be frequently asked in the CAT now but appear in SNAP and FMS test.

Inference Questions

To infer is to draw or deduce something on the basis of what is given in or implied by the passage. These questions are favourite of the CAT. The students find these questions challenging, as answering these questions requires a careful reading of the passage, which includes the ability to read between the lines, ability to interconnect the different logical elements given in the passage.

These questions typically use words like infer, imply, arrive at, deduce, surmise, etc. To handle these questions one must refer back to that part of the passage from where the inference has been drawn, correlate the concepts if necessary, and narrow down the answer choices. Both the aspects are important: to read the context given in the passage, and to gradually eliminate the answer choices to arrive at the best solution.

Generally, the students get stuck up between the last two options. One must settle for the answer choice

which is more clearly and specific on the basis of the main idea of the passage.

Logical Structure Question

These questions ask about why the author introduces a specific point, gives a particular example, or quotes somebody in the passage. Sometimes, these questions also ask about overall development of the passage about 'WHY' the author uses a particular example, anecdote, refutation, or counter argument to develop the passage.

These questions mainly focus on 'WHY' of the subject matter. Therefore, it becomes important to read the mind of the author. These questions generally give you a line reference from where the example or quote has been taken. If you carefully read two to three lines above or below the line from where the text has been taken and work with the options, you can hit the bull's eye. Remember the answer can never be within the of line reference, as the question is 'WHY' that particular thing has been mentioned.

Tone/Attitude Based Question

These questions test your ability to find out the underlying emotion of a particular line, paragraph or passage as a whole. One has to judge the attitude of the author towards his subject. These questions are not common in the CAT and other B-school entrance tests, however, a fair understanding of tone helps one to understand the passage better and faster. One must develop the ability to understand the different shades of mood displayed by the author. Vocabulary plays an important role in handling these questions as the words

like eulogistic or satirical are not used commonly used in colloquial or written English.

Attempt these questions only if you have a fairly clear idea of the emotional underpinning of the sentence or paragraph in question.

Extended Application Question

Application based questions take the logic a step further to that involved in inference questions. They test the ability to apply what you have learnt from the passage into a new context or framework, sometimes even unrelated to the passage. These questions are a bit challenging to the students, as they test one's ability to think creatively and see things in new light.

These questions generally look like: 'The author would most likely/least likely agree with' 'Which of the following statements if true would most strongly strengthen/weaken the argument' 'the writer/target audience of the passage is most likely

To handle these questions one must meticulously narrow down the options keeping an eye on the main idea, scope and tone of the passage. These questions should be touched only when one has developed a clear understanding of the passage.

Another format of the application question is 'which of the following is likely to be the title of the forthcoming/next article written by the author.' These questions can be easily cracked if you carefully read the last paragraph and find out where the author leaves the passage, what are the unexplained issues or explanations which leave room for further discussion, analysis or elucidation.

3.18 □ Reading Comprehension

PRACTICE EXERCISE 1

Direction for questions: *Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

Passage 1

Some recent historians have argued that life in the British colonies in America from approximately 1763 to 1789 was marked by internal conflicts among colonists. Inheritors of some of the viewpoints of early twentieth-century progressive historians such as Beard and Becker, these recent historians have put forward arguments that deserve evaluation. The kind of conflict most emphasized by these historians is class conflict. Yet with the Revolutionary War dominating these years, how does one distinguish class conflict within the larger conflict? Certainly not by the side a person supported. Although many of these historians have accepted the earlier assumption that Loyalists represented an upper class, new evidence indicates that Loyalists, like rebels, were drawn from all socio-economic classes. (It is nonetheless probably true that a larger percentage of the well-to-do joined the Loyalists than joined the rebels). Looking at the rebel side, we find little evidence for the contention that lower-class rebels were in conflict with the upper-class rebels. Indeed, the war effort against Britain tended to suppress class conflicts. Where it did not, the disputing rebels of one or another class usually became Loyalists. Loyalism thus operated as a safety valve to remove socio-economic discontent that existed among the rebels.

Disputes occurred, of course, among those who remained on the rebel side, but the extraordinary social mobility of eighteenth century American society (with the obvious exception of slaves) usually prevented such disputes from hardening along class lines. Social structure was in fact so fluid – though recent statistics suggest a narrowing of economic opportunity as the latter half of the century progressed – that to talk about social classes at all requires the use of loose economic categories such as rich, poor, and middle class, or eighteenth-century designations like “he better sort.” Despite these vague categories, one should not claim unequivocally that hostility between recognizable classes cannot be legitimately observed. Outside of New York, however, there were very few instances of openly expressed class antagonism.

Having said this, however, one must add that there is much evidence to support the further claim of recent

historians that sectional conflicts were common between 1763 and 1789. The “Paxton Boys” incident and the Regulator movement are representative examples of the widespread, and justified, discontent of western settlers against colonial or state governments dominated by eastern interests. Although undertones of class conflict existed beneath such hostility, the opposition was primarily geographical. Sectional conflict which also existed between North and South – deserves further investigation. In summary, historians must be careful about the kind of conflict they emphasize in eighteenth-century America. Yet those who stress the achievement of a general consensus among the colonists cannot fully understand that consensus without understanding the conflicts that had to be overcome or repressed in order to reach it.

- Q 1. The author considers the contentions made by the recent historians discussed in the passage to be
 - (a) potentially verifiable.
 - (b) partially justified.
 - (c) logically contradictory.
 - (d) capricious and unsupported.
- Q 2. The author most likely refers to “historians such as Beard and Becker” in order to
 - (a) point out historians whose views of history anticipated some of the views of the recent historians mentioned in the passage.
 - (b) isolate the two historians whose work is most representative of the viewpoints of Progressive historians.
 - (c) emphasize the need to find connections between recent historians writing and the work of earlier historians.
 - (d) suggest that progressive historians were the first to discover the particular internal conflicts in eighteenth-century American life mentioned in the passage.
- Q 3. According to the passage, Loyalism during the American Revolutionary War served the function of
 - (a) eliminating the disputes that existed among those colonists who supported the rebel cause.
 - (b) drawing upper, as opposed to lower, socio-economic classes away from the rebel cause.
 - (c) absorbing members of socio-economic groups on the rebel side who felt themselves in contention with members of other socio-economic groups.
 - (d) channeling conflict that existed within a socio-economic class into the war effort against the rebel cause.

Q 4. The passage suggests that the author would be likely to agree with which of the following statements about the social structure of eighteenth-century American society?

- I. It allowed greater economic opportunity than it did social mobility.
 - II. It permitted greater economic opportunity prior to 1750 and after 1750.
 - III. It did not contain rigidly defined socioeconomic divisions.
 - IV. It prevented economic disputes from arising among members of the society.
- (a) I and IV only
 (b) II and III only
 (c) III and IV only
 (d) I, II and III only

Q 5. It can be inferred from the passage that the author would be most likely to agree with which of the following statements regarding socioeconomic class and support for the rebel and Loyalist causes during the American Revolutionary War?

- (a) Identifying a person's socioeconomic class is the least accurate method of ascertaining which side that person supported.
- (b) Identifying a person as a member of the rebel or of the Loyalist side does necessarily reveal that person's particular socioeconomic class.
- (c) Both the rebel and the Loyalist sides contained members of all socioeconomic classes, although there were fewer disputes among socioeconomic class on the Loyalist side.
- (d) Both the rebel and Loyalist sides contained members of all socioeconomic classes, although the Loyalist side was made up primarily of members of the upper class.

Q 6. The author suggests which of the following about representatives of colonial or state governments in America from 1763 to 1789?

- (a) The governments inadequately represented the interests of people in western regions.
- (b) The governments more often represented class interests than sectional interests.
- (c) The governments were less representative than they had been before 1763.
- (d) The governments were dominated by the interests of people of an upper socioeconomic class.

Q 7. According to the passage, which of the following is a true statement about sectional conflicts in America between 1763 and 1789?

- (a) These conflicts were instigated by eastern interests against western settlers.
- (b) These conflicts were the most serious kind of conflict in America.
- (c) The conflicts eventually led to openly expressed class antagonism.
- (d) These conflicts contained an element of class hostility.

Passage 2

Many critics of Emily Bronte's novel *Wuthering Heights* see its second part as a counterpoint that comments on, if does not reverse, the first part, where a "romantic" reading receives more confirmation. Seeing the two parts as a whole is encouraged by the novel's sophisticated structure, revealed in its complex use of narrators and time shifts. Granted that the presence of these elements need not argue an authorial awareness of novelistic construction comparable to that of Henry James, their presence does encourage attempts to unify the novel's heterogeneous parts. However, any interpretation that seeks to unify of the novel's diverse elements is bound to be somewhat unconvincing. This is not because such an interpretation necessarily stiffens into a thesis (although rigidity in any interpretation of this or of any novel is always a danger), but because *Wuthering Heights* has recalcitrant elements of undesirable power that ultimately, resist inclusion in an all-encompassing interpretation. In this respect, *Wuthering Heights* shares a feature of *Hamlet*.

Q 8. According to the passage, which of the following is a true statement about the first and second parts of *Wuthering Heights*?

- (a) The second part has received more attention from critics.
- (b) The second part has little relation to the first part.
- (c) The second part is better because it is more realistic.
- (d) The second part provides less substantiation for a "romantic" reading.

Q 9. Which of the following inferences about Henry James's awareness of novelistic construction is best supported by the passage?

- (a) James, more than any other novelist, was aware of the difficulties of novelistic construction.
- (b) James was very aware of the details of novelistic construction.
- (c) James's awareness of novelistic construction derived from the reading of Bronte.

3.20 □ Reading Comprehension

- (d) James's awareness of novelistic construction has led most commentators to see unity in his individual novels.
- Q 10. The author of the passage would be most likely to agree that an interpretation of a novel should:
- not try to unite heterogeneous elements in the novel.
 - not be inflexible in its treatment of the elements in the novel.
 - not argue that the complex use of narrators or of time shifts indicates a sophisticated structure.
 - concentrate on those recalcitrant elements of the novel that are outside the novel's main structure.
- Q 11. The author of the passage suggests which of the following about *Hamlet*?
- Hamlet* has usually attracted critical interpretations that tend to stiffen into thesis.
 - Hamlet* has elements that are not amenable to an all-encompassing critical interpretation.
 - Hamlet* is less open to an all-encompassing critical interpretation than is *Wuthering Heights*.
 - Hamlet* has not received a critical interpretation that has been widely accepted by readers.
- I only
 - II only
 - I and IV only
 - I, II and III only
- Q 12. The author's primary purpose in the passage is to:
- describe the formation and nature of singularities.
 - explain why large numbers of stars become singularities.
 - compare the characteristics of singularities with those of stars.
 - explain what happens during the stages of a singularity's formation.
- Q 13. The passage suggests which of the following about the Sun?
- The Sun could evolve to a stage of collapse that is less dense than a singularity.
 - In the Sun, the inward force of gravity is balanced by the generation of heat.
 - The Sun emits more observable light than does a dwarf or a neutron star.
- I only
 - III only
 - I and II only
 - I, II, and III only
- Q 14. Which of the following sentences would most probably follow the last sentence of the passage?
- Thus, a physicist interested in studying phenomena near singularities would necessarily hope to find a singularity with a measurable gravitational field.
 - Accordingly, physicist to date have been unable to observe directly any singularity.
 - It is specifically this startling phenomena that has allowed us to codify the scant information currently available about singularities.
 - Moreover, the existence of this extraordinary phenomenon is implied in the extensive reports of several physicists.

Passage 3

Upwards of a billion stars in our galaxy have burnt up their internal energy sources, and so can no longer produce heat a star needs to oppose the inward force of gravity. These stars, of more than a few solar masses, evolve, generally, much more rapidly than does a star like the Sun. Moreover, it is just these more massive stars whose collapse does not halt at intermediate stages (that is, as white dwarfs or neutron stars). Instead, the collapse continues until a singularity (an infinitely dense concentration of matter) is reached.

It would be wonderful to observe a singularity and obtain direct evidence of the undoubtedly bizarre phenomena that occur near one. Unfortunately in most cases a distant observer cannot see the singularity; outgoing light rays are dragged back by gravity so forcefully that even if they could start out within a few kilometers of the singularity, they would end up in the singularity itself.

- Q 12. The author's primary purpose in the passage is to:
- describe the formation and nature of singularities.
 - explain why large numbers of stars become singularities.
 - compare the characteristics of singularities with those of stars.
 - explain what happens during the stages of a singularity's formation.
- Q 13. The passage suggests which of the following about the Sun?
- The Sun could evolve to a stage of collapse that is less dense than a singularity.
 - In the Sun, the inward force of gravity is balanced by the generation of heat.
 - The Sun emits more observable light than does a dwarf or a neutron star.
- I only
 - III only
 - I and II only
 - I, II, and III only
- Q 14. Which of the following sentences would most probably follow the last sentence of the passage?
- Thus, a physicist interested in studying phenomena near singularities would necessarily hope to find a singularity with a measurable gravitational field.
 - Accordingly, physicist to date have been unable to observe directly any singularity.
 - It is specifically this startling phenomena that has allowed us to codify the scant information currently available about singularities.
 - Moreover, the existence of this extraordinary phenomenon is implied in the extensive reports of several physicists.

Passage 4

As Gilbert White, Darwin, and others observed long ago, all species appear to have the innate capacity to increase their numbers from generation to generation. The task for ecologists is to untangle the environmental and biological factors that hold this intrinsic capacity for population growth in check over the long run. The great variety of dynamic behaviours exhibited by different populations makes this task more difficult: some populations remain roughly constant from year to year; others exhibit regular cycles of abundance and scarcity; still others vary wildly, with outbreaks and crashes that are in some cases plainly correlated with the weather, and in other cases not.

To impose some other order on this kaleidoscope of patterns, one school of thought proposes dividing

populations into two groups. These ecologists posit that the relatively steady populations have “density-dependent” growth parameters; that is, rates of birth, death, and migration which depend strongly on population density. The highly varying populations have “density-independent” growth parameters, with vital rates buffeted by environmental events; these rates fluctuate in a way that is wholly independent of population density.

This dichotomy has its uses, but it can cause problems if taken too literally. For one thing, no population can be driven entirely by density-independent factors all the time. No matter how severely or unpredictably birth, death, and migration rates may be fluctuating around their long-term averages, if there were no density-dependent effects, the population would, in the long run, either increase or decrease without bound (barring a miracle by which gains and losses canceled exactly). Put another way, it may be that on average 99 per cent of all deaths in a population arise from density-independent causes, and only one per cent from factors varying with density. The factors making up the one present may seem unimportant, and their cause may be correspondingly hard to determine. Yet, whether recognized or not, they will usually determine the long-term average population density.

In order to understand the nature of the ecologist’s investigation, we may think of the density-dependent effects on growth parameters as the “signal” ecologists are trying to isolate and interpret, one that tends to make the population increase from relatively low values or decrease from relatively high ones, while the density independent effects act to produce “noise” in the population dynamics. For populations that remain relatively constant, or that oscillate around repeated cycles, the signal can be fairly easily characterized and its effects described, even though the caustic biological mechanism may remain unknown. For irregularly fluctuating populations, we are likely to have too few observations to have any hope of extracting the signal from the overwhelming noise. But it now seems clear that all populations are regulated by a mixture of density-independent effects in varying proportions.

Q 15. The author of the passage is primarily concerned with

- (a) discussing two categories of factors that control population growth and assessing their relative importance.
- (b) describing how growth rates in natural populations fluctuate over time and explaining why these changes occur.
- (c) proposing a hypothesis concerning population sizes and suggesting ways to test it.

- (d) proposing a fundamental question about environmental factors in population growth and presenting some currently accepted answers.

Q 16. It can be inferred from the passage that the author considers the dichotomy discussed in the third paragraph to be

- (a) applicable only to erratically fluctuating populations.
- (b) useful, but not only if its limitations are recognized.
- (c) dangerously misleading in most circumstances.
- (d) a complete and sufficient way to account for observed phenomena.

Q 17. Which of the following statements can be inferred from the last paragraph?

- (a) For irregularly fluctuating populations, doubling the number of observations made will probably result in the isolation of density-dependent effects.
- (b) Density-dependent effects on population dynamics do not occur as frequently as do density-independent effects.
- (c) It is sometimes possible to infer the existence of a density-dependent factor controlling population growth without understanding its causative mechanism.
- (d) At present, ecologists do not understand any of the underlying causes of the density-dependent effects they observe in populations dynamics.

Q 18. According to the passage, which of the following is a statement about density-dependent factors in population growth?

- (a) They ultimately account for long-term population levels.
- (b) They have little to do with long-term population dynamics.
- (c) They are always more easily isolated and described than those that are density-independent.
- (d) They include random environmental events.

Q 19. According to the passage, all of the following behaviours have been exhibited by different populations except

- (a) roughly constant population levels from year to year.
- (b) regular cycles of increases and decreases in numbers.
- (c) erratic increases in numbers correlated with the weather.

3.22 □ Reading Comprehension

- (d) unchecked increases in numbers over many generations.
- Q 20. The discussion concerning population in the second paragraph serves primarily to
- (a) underline the importance of even small density-dependent factors in regulating long-term population densities.
 - (b) advocate more rigorous study of density-dependent factors in population growth.
 - (c) prove that the death rates of any population are never entirely density-independent.
 - (d) give an example of how death rates function to limit population densities in typical populations.
- Q 21. In the passage, the author does all of the following except
- (a) cite the views of other biologists.
 - (b) define a basic problem that the passage addresses.
 - (c) present conceptual categories used by other biologists.
 - (d) describe the results of a particular study.
- Passage 5**
- In *Raisin in the Sun*, Lorraine Hansberry does not reject integration or the economic and moral promise of the American dream; rather, she remains loyal to this dream while looking, realistically, at its incomplete realization. Once we recognize this dual vision, we can accept the play's ironic nuances as deliberate social commentaries by Hansberry rather than as the "unintentional" irony that Bigsby attributes to the work. Indeed, a curiously persistent refusal to credit Hansberry with a capacity for intentional irony has led some critics to interpret the play's thematic conflicts as mere confusion, contradiction, or eclecticism. Isaacs, for example, cannot easily reconcile Hansberry's intense concern for her race with her ideal of human reconciliation. But the play's complex view of Black self-esteem and human solidarity, as compatible is no more "contradictory" than Du Bios famous, well-considered ideal of ethnic self-awareness coexisting with human unity, or Fanon's emphasis on an ideal internationalism that also accommodates national identities and roles.
- Q 22. The author's primary purpose in this passage is to
- (a) explain some critics refusal to consider *Raisin in the Sun* a deliberately ironic play.
- (b) affirm the thematic coherence underlying *Raisin in the Sun*.
- (c) analyze the fundamental dramatic conflicts in *Raisin in the Sun*.
- (d) justify the inclusion of contradictory elements in *Raisin in the Sun*.
- Q 23. It can be inferred from the passage that the author believes which of the following about Hansberry's use of irony in *Raisin in the Sun*?
- (a) It reflects Hansberry's reservations about the extent to which the American dream has been realized.
 - (b) It derives from Hansberry's eclectic approach to dramatic structure.
 - (c) It is justified by Hansberry's loyalty to a favourable depiction of American life.
 - (d) It is influenced by the themes of works by DU Bios and Fanon.
- Q 24. In which of the following does the author of the passage reinforce his criticism of responses such as Isaacs to *Raisin in the Sun*?
- (a) The statement that Hansberry's is "loyal" to the American drea.
 - (b) The description of Hansberry's concern for Black Americans as "intense".
 - (c) The assertion that Hansberry is concerned with "human solidarity".
 - (d) The description of Du Bios ideal as "well-considered".
- Q 25. The author of the passage would probably consider which of the following judgments to be most similar to the reasoning of critics described:
- (a) The world is certainly flat; therefore, the person proposing to sail around it is unquestionably foolhardy.
 - (b) Radioactivity cannot be directed perceived, therefore, a scientist could not possibly control it in a laboratory.
 - (c) The painter of this picture could not intend it to be funny; therefore, its humor must result from a lack of skill.
 - (d) Traditional social mores are beneficial to culture; therefore, anyone who deviates from them acts destructively.

PRACTICE EXERCISE 2

Direction for questions: *Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

Passage 1

Since 1953, many experimental attempts to synthesize the chemical constituents of life under “primitive Earth conditions” have been performed, but none of these experiments has produced anything approaching the complexity of the simplest organism. They have demonstrated, however, that a variety of the complex molecules currently making up living organisms could have been present in the early ocean and atmosphere, with only one limitation: such molecules are synthesized far less readily when oxygen-containing compounds dominate the atmosphere. Therefore some scientists postulate that the Earth’s earliest atmosphere, unlike that of today, was dominated by hydrogen, methane, and ammonia. From these studies, scientists have concluded that the surface of the primitive Earth was covered with oceans containing the molecules fundamental to life. Although, at present, scientists cannot explain how these relatively small molecules combined to produce larger, more complex molecules, some scientists have precipitously ventured hypothesis that attempt to explain the development, from these larger molecules, of the earliest self-duplicating organisms.

Q 1. According to the passage, which of the following can be inferred about the process by which the chemical constituents of life were synthesized under primitive Earth conditions?

- (a) The synthesis is unlikely to occur under current atmospheric conditions.
- (b) The synthesis is common in modern laboratories.
- (c) The synthesis occurs more readily in the atmosphere than in the ocean.
- (d) The synthesis is accelerated by the presence of oxygen-containing compounds.

Q 2. The primary purpose of the passage is to

- (a) point out that theories about how life developed on Earth have changed little since 1953.
- (b) warn of increasing levels of hydrogen, methane, and ammonia in the Earth’s atmosphere.
- (c) describe the development since 1953 of some scientists understanding of how life began on Earth.

- (d) demonstrate that the synthesis of life in the laboratory is too difficult for modern technology.

Q 3. It can be inferred from the passage that “some scientists” assume which of the following concerning “larger, more complex molecules”?

- (a) The earliest atmosphere was formed primarily of these molecules.
- (b) Chemical processes involving these molecules proceeded much more slowly under primitive Earth conditions.
- (c) The presence of these molecules would necessarily precede the existence of simple organisms.
- (d) Experimental techniques will never be sufficient sophisticated to produce in the laboratory simple organisms from these chemical constituents.

Q 4. The author’s reaction to the attempts that have been made to explain the development of the first self-duplicating organisms can best be described as one of:

- (a) Enthusiasm (b) Expectation
- (c) Dismay (d) Skepticism

Passage 2

By the time the American colonists took up arms against Great Britain in order to secure their independence, the institution of Black slavery was deeply entrenched. But the contradiction inherent in this situation was, for many, a source of constant embarrassment. “It always appeared a most iniquitous scheme to me”, Abigail Adams wrote her husband in 1774, “to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have.”

Many Americans besides Abigail Adams were struck by the inconsistency of their stand during the War of Independence, and they were not averse to making moves to emancipate the slaves. Quakers and other religious groups organized antislavery societies, while numerous individuals manumitted their slaves. In fact, within several years of the end of the War of Independence, most of the Eastern states had made provisions for the gradual emancipation of slaves.

Q 5. Which of the following best states the central idea of the passage?

- (a) The War of Independence produced among many Black Americans a heightened consciousness of the inequities in American society.

3.24 □ Reading Comprehension

- (b) The War of Independence strengthened the bonds of slavery of many Black Americans while intensifying their desire to be free.
- (c) The War of Independence exposed to many Americans the contradiction of slavery in a country seeking its freedom and resulted in efforts to resolve that contradiction.
- (d) The War of Independence provoked strong criticisms by many Americans of the institution of slavery, but produced little substantive action against it.

Q 6. The passage contains information that would support which of the following statements about the colonies before the War of Independence?

- (a) They contained organized antislavery societies.
- (b) They allowed individuals to own slaves.
- (c) They prohibited religious groups from political action.
- (d) They were inconsistent in their legal definitions of slave status.

Q 7. According to the passage, the War of Independence was embarrassing to some Americans for which of the following reasons?

- I. It involved a struggle for many of the same liberties that Americans were denying to others.
 - II. It involved a struggle for independence from the very nation that had founded the colonies.
 - III. It involved a struggle based on inconsistencies in the participants' conceptions of freedom.
- (a) I only
 - (b) II only
 - (c) I and II only
 - (d) I and III only

Q 8. Which of the following statements regarding American society in the years immediately following the War of Independence is best supported by the passage?

- (a) The unexpected successes of the antislavery societies led to their gradual demise in the Eastern states.
- (b) Some of the newly independent American states had begun to make progress toward abolishing slavery.
- (c) Americans like Abigail Adams became disillusioned with the slow progress of emancipation and gradually abandoned the cause.
- (d) Emancipated slaves gradually were accepted in the Eastern states as equal members of American society.

Passage 3

The evolution of sex ratios has produced, in most plants and animals with separate sexes, approximately equal numbers of males and females. Why should this be so? Two main kinds of answers have been offered. One is couched in terms of advantage to population. It is argued that the sex ratio will evolve so as to maximize the number of meetings between individuals of the opposite sex. This is essentially a "group selection" argument. The other, and in my view correct, type of answer was first put forward by Fisher in 1930. This "genetic" argument starts from the assumption that genes can influence the numbers of male and female offspring produced by an individual carrying the genes. That sex ratio will be favoured which maximizes the number of descendants an individual will have and hence the number of gene copies transmitted. Suppose that the population consisted mostly of females: then an individual who produced sons only would have more grandchildren. In contrast, if the population consisted mostly of males, it would pay to have daughters. If, however, the population consisted of equal numbers of males and females, sons and daughters would be equally valuable. Thus a one-to-one sex ratio is the only stable ratio; it is an "evolutionarily stable strategy." Although Fisher wrote before the mathematical theory of games had been developed, his theory incorporates the essential feature of a game – that the best strategy to adopt depends on what others are doing.

Since Fisher's time, it has been realized that genes can sometimes influence the chromosome or gamete in which they find themselves so that the gamete will be more likely to participate in fertilization. If such a gene occurs on a sex – determining (X or Y) chromosome, then highly aberrant sex ratios can occur. But more immediately relevant to game theory are the sex ratios in certain parasitic wasp species that have a large excess of females. In these species, fertilized eggs develop into females and unfertilized eggs into males.

A female stores sperm and can determine the sex of each egg she lays by fertilizing it or leaving it unfertilized. By Fisher's argument, it should still pay a female to produce equal numbers of sons and daughters. Hamilton, noting that the eggs develop within their host – the larva of another insect – and that the newly emerged adult wasps mate immediately and disperse, offered a remarkably cogent analysis. Since only one female usually lays eggs in a given larva, it would pay her to produce one male only, because this one male could fertilize all his sisters on emergence. Like Fisher, Hamilton looked for an evolutionarily stable strategy,

but he went a step further in recognizing that he was looking for a strategy.

Q 9. The author suggests that the work of Fisher and Hamilton was similar in that both scientists:

- (a) conducted their research at approximately the same time.
 - (b) sought to manipulate the sex ratios of some of the animals they studied.
 - (c) sought an explanation of why certain sex ratios exist and remain stable.
 - (d) studied game theory, thereby providing important groundwork for the later development of strategy theory.

Q 10. It can be inferred from the passage that the author considers Fisher's work to be

- (a) fallacious and unprofessional.
 - (b) definitive and thorough.
 - (c) inaccurate but popular, compared with Hamilton's work.
 - (d) admirable, but not as up-to-date as Hamilton's work

Q 11. The passage contains information that would answer which of the following questions about wasps?

Q 12. It can be inferred that the author discusses the genetic theory in greater detail than the group selection theory primarily because he believes that the genetic theory is more:

- (a) Complicated (b) Accurate
(c) Popular (d) Comprehensive

Q 13. According to the passage, successful game strategy depends on

- (a) the ability to adjust one's behaviour in light of the behaviour of others.
 - (b) one's awareness that there is safety in numbers.
 - (c) the degree of stability one can create in one's immediate environment.
 - (d) the accuracy with which one can predict future events.

Q 14. It can be inferred from the passage that the mathematical theory of games has been

- (a) developed by scientists with an interest in genetics.

- (b) useful in explaining some biological phenomenon.
 - (c) based on animal studies conducted prior to 1930.
 - (d) adopted by Hamilton in his research.

Q 15. Which of the following is not true of the species of parasitic wasps discussed in the passage?

- (a) Adult female wasps are capable of storing sperm.
 - (b) Female wasps lay their eggs in the larvae of other insects.
 - (c) The adult female wasp can be fertilized by a male that was hatched in the same larva as herself.
 - (d) So few male wasps are produced that extinction is almost certain.

Passage 4

Thomas Hardy's impulses as a writer, all of which he indulged in his novels, were numerous and divergent, and they did not always work together in harmony. Hardy was to some degree interested in exploring his characters psychologies, though impelled less by curiosity than by sympathy. Occasionally he felt the impulse to comedy (in all its detached coldness) as well as the impulse to farce, but he was more often inclined to see tragedy and record it. He was also inclined to literary realism in the several senses of that phrase. He wanted to describe ordinary human beings; he wanted to speculate on their dilemmas rationally (and, unfortunately, even schematically); and he wanted to record precisely the material universe. Finally, he wanted to be more than a realist. He wanted to transcend what he considered to be the banality of solely recording things exactly and to express as well his awareness of the occult and the strange. In his novels these various impulses were sacrificed to each other inevitably and often. Inevitably, because Hardy did not care in the way that novelists such as Flaubert or James cared, and therefore took paths of least resistance. Thus, one impulse often surrendered to a fresher one and, unfortunately, instead of exacting a compromise, simply disappeared.

A desire to throw over reality a light that never was might give away abruptly to the desire on the part of what we might consider a novelist scientist to record exactly and concretely the structure and texture of a flower. In this instance, the new impulse was at least an energetic one, and thus its indulgence did not result in a relaxed style. But on other occasions Hardy abandoned a perilous, risky, and highly energizing impulse in favour of what was for him the fatally relaxing to classify

3.26 □ Reading Comprehension

and schematize abstractly. When a relaxing impulse was indulged, the style – that sure index of an author’s literary worth – was certain to become verbose. Hardy’s weakness derived from his apparent inability to control the comings and goings of these divergent impulses and from his unwillingness to cultivate and sustain the energetic and risky ones. He submitted to first one and then another, and the spirit blew where it listed; hence the unevenness of any one of his novels. His most controlled novel, *Under the Greenwood Tree*, prominently exhibits two different but reconcilable impulses – a desire to be a realist-historian and a desire to be a psychologist of love – but the slight interlockings of plot are not enough to bind the two completely together. Thus even this book splits into two distinct parts.

Q 16. Which of the following is the most appropriate title for the passage, based on its content?

- (a) *Under the Greenwood Tree*: Hardy’s Ambiguous Triumph.
- (b) The Real and the Strange: The Novelist’s Shifting Realms.
- (c) Energy Versus Repose: The Role of Ordinary People in Hardy’s Fiction.
- (d) Hardy’s Novelistic Impulses: The Problem of Control.

Q 17. The passage suggests that the author would be most likely to agree with which of the following statements about literary realism?

- (a) Literary realism is most concerned with the exploration of the internal lives of ordinary human beings.
- (b) The term “literary realism” is susceptible to more than a single definition.
- (c) Literary realism and an interest in psychology are likely to be odds in a novelist’s work.
- (d) “Literary Realism” is the term most often used by critics in describing the method of Hardy’s novels.

Q 18. The author of the passage considers a writer’s style to be

- (a) a reliable means by which to measure the writer’s literary merit.
- (b) most apparent in those parts of the writer’s work that are not realistic.
- (c) problematic when the writer attempts to follow perilous or risky impulses.
- (d) shaped primarily by the writer’s desire to classify and schematize.

Q 19. Which of the following words could best be substituted for “relaxed” without substantially changing the author’s meaning?

- (a) Informal
- (b) Risky
- (c) Wordy
- (d) Confined

Q 20. The passage supplies information to suggest that its author would be most likely to agree with which of the following statements about the novelists Flaubert and James?

- (a) They indulged more impulses in their novels than did Hardy in his novels.
- (b) They have elicited a greater degree of favourable response from most literary critics than has Hardy.
- (c) In the writing of their novels, they often took pains to effect a compromise among their various novelists impulses.
- (d) Regarding novelistic construction, they cared more about the opinions of other novelists than about the opinions of ordinary readers.

Q 21. Which of the following statements best describes the organization of lines of the passage (“Thus..... abstractly”)?

- (a) The author makes a disapproving observation and then presents two cases, one of which leads to a qualification of his disapproval and the other of which does not.
- (b) The author draws a conclusion from a previous statement, explains his conclusion in detail, and then gives a series of examples that have the effect of resolving an inconsistency.
- (c) The author concedes a point and then makes a counterargument, using an extended comparison and contrast that qualifies his original concession.
- (d) The author makes a judgment, points out an exception to his judgment, and then contradicts his original assertion.

Q 22. Which of the following statements about the use of comedy in Hardy’s novels is best supported by the passage?

- (a) Hardy’s use of comedy in his novels tended to weaken his literary style.
- (b) Hardy’s use of comedy in his novels was inspired by his natural sympathy.
- (c) Comedy appeared less frequently in Hardy’s novels than did tragedy.
- (d) Comedy played an important role in Hardy’s novels though that comedy was usually in the form of farce.

Q 23. The author implies which of the following about *Under the Greenwood Tree* in relation to Hardy’s other novels?

- (a) It is Hardy's most thorough investigation of the psychology of love.
- (b) Although it is his most controlled novel, it does not exhibit any harsh or risky impulses.

- (c) It, more than his other novels, reveals Hardy as a realist, interested in the history of ordinary human beings.
- (d) In it Hardy's novelistic impulses are managed somewhat better than in his other novels.

PRACTICE EXERCISE 3

Direction for questions: *Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

Passage 1

A Marxist sociologist has argued that racism stems from the class struggle that is unique to the capitalist system – that racial prejudice is generated by capitalists as a means of controlling workers. His thesis works relatively well when applied to discrimination against Blacks in the United States, but his definition of racial prejudice as “radically-based negative prejudices against a group generally accepted as a race in any given region of ethnic competition,” can be interpreted as also including hostility towards such ethnic groups as the Chinese in California and the Jews in medieval Europe. However, since prejudice against these latter peoples was not inspired by capitalists, he has no reason that such antagonisms were not really based on race. He disposes thusly (albeit unconvincingly) of both the intolerance faced by Jews before the rise of capitalism and the early twentieth-century discrimination against Oriental people in California, which, inconveniently, was instigated by workers.

Q 1. The passage supplies information that would answer which of the following questions?

- (a) What accounts for the prejudice against the Jews in medieval Europe?
- (b) What conditions caused in discrimination against Oriental people in California in the early twentieth-century?
- (c) Which groups are not in ethnic competition with each other in the United States?
- (d) What explanation did the Marxist sociologist give for the existence of racial prejudice?

Q 2. The author considers the Marxist sociologist's thesis about the origins of racial prejudice to be:

- (a) Unoriginal (b) Unpersuasive
- (c) Offensive (d) Obscure

Q 3. It can be inferred from the passage that the Marxist sociologist would argue that in a noncapitalist society racial prejudice would be:

- (a) Pervasive (b) Tolerated
- (c) Nonexistent (d) Forbidden

Q 4. According to the passage, the Marxist sociologist's chain of reasoning him to assert that prejudice toward Oriental people in California was

- (a) non-racial in character.
- (b) similar in origin to prejudice against the Jews.
- (c) understood by Oriental people as ethnic competition.
- (d) provoked by workers.

Passage 2

By 1950, the results of attempts relate brain processes to mental experience appeared rather discouraging. Such variations in size, shape, chemistry, conduction speed, excitation threshold, and the like as had been demonstrated in nerve cells remained negligible in significance for any possible correlation with the manifold dimensions of mental experience. Near the turn of the century, it had been suggested by Hering that different modes of sensation, such as pain, taste, and colour, might be correlated with the discharge of specific kinds of nervous energy. However, subsequently developed methods of recording and analyzing nerve potentials failed to reveal any such qualitative diversity. It was possible to demonstrate by other methods refined structural differences among neuron types; however, proof was lacking that the quality of the impulse or its conduction was influenced by these differences, which seemed instead to influence the developmental patterning of the neural circuits.

Although qualitative variance among nerve energies was never rigidly disproved, the doctrine was generally abandoned in favour of the opposing view, namely, that nerve impulses are essentially homogeneous in quality and are transmitted as “common currency” throughout the nervous system. According to this, it is not the quality of the sensory nerve impulses that determines the diverse conscious sensations they produce, but rather the different areas of the brain into which they discharge, and there is

3.28 □ Reading Comprehension

some evidence for this view. In one experiment, when an electric stimulus was applied to a given sensory field of the cerebral cortex of a conscious human subject, it produced a sensation of the appropriate modality for that particular locus, that is, a visual sensation from the auditory cortex, and so on. Other experiments revealed slight variations in the size, number, arrangement, and interconnection of the nerve cells, but as far as psychoneuronal correlations were concerned, the obvious similarities of these sensory fields to each other seemed much more remarkable than any of the minute differences.

However, cortical locus, in itself, turned out to have little explanatory value. Studies showed that sensations as diverse as those of red, black, green, and white, or touch, cold, warmth, movement, pain, posture, and pressure apparently may arise through activation of the same cortical areas. What seemed to remain was some kind of differential patterning effects in the brain excitation: it is the difference in the central distribution of impulses that counts. In short, brain theory suggested a correlation between mental experience and the activity of relatively homogeneous nerve-cell units conducting essentially homogeneous impulses through homogeneous cerebral tissue. To match the multiple dimensions of mental experience, psychologists could only point to a limitless variation in the spatio-temporal patterning of nerve impulses.

Q 5. The author suggests that, by 1950, attempts to correlate mental experience with brain processes would probably have been viewed with:

- (a) Indignation (b) Impatience
- (c) Pessimism (d) Defiance

Q 6. The author mentions “common currency” primarily in order to emphasize the

- (a) lack of differentiation among nerve impulses in human beings.
- (b) similarities of the sensations that all human beings experience.
- (c) similarities in the views of scientists who have studied the human nervous system.
- (d) continuous passage of nerve impulses through nervous system.

Q 7. The description of an experiment in which electric stimuli were applied to different sensory fields of the cerebral cortex tends to support the theory that

- (a) the stimuli presence of different cortical areas cannot account for the diversity of mental experience.
- (b) variation in spatio-temporal patterning of nerve impulses correlates with variation in subjective experience.

- (c) nerve impulse are essentially homogeneous and are relatively unaffected as they travel through the nervous system.
- (d) the mental experiences produced by sensory nerve impulses are determined by the cortical area activated.

Q 8. According to the passage, some evidences exist that the area of the cortex activated by a sensory stimulus determines which of the following?

- I. The nature of the nerve impulse.
 - II. The modality of the sensory experience.
 - III. Qualitative differences within a modality.
- (a) II only (b) III only
 - (c) I and II only (d) II and III only

Q 9. The passage can most accurately be described as a discussion concerning historical views of the

- (a) anatomy of the brain.
- (b) physiological correlates of mental experience.
- (c) manner in which nerve impulse are conducted.
- (d) mechanics of sense perception.

Q 10. Which of the following best summarizes the author’s opinion of the suggestion that different areas of the brain determine perceptions produced by sensory nerve impulses?

- (a) It is a plausible explanation, but it has not been completely proved.
- (b) It is the best explanation of brain processes currently available.
- (c) It is disproved by the fact that the various areas of the brain are psychologically very similar.
- (d) There is some evidence to support it, but it fails to explain the diversity of mental experience.

Passage 3

The transfer of heat and water vapour from the ocean to the air above, it depends on a disequilibrium at the interface of the water and the air. Within about a millimeter of the water, air temperature is close to that of the surface water, and the air is nearly saturated with water vapour. But the differences, however small, are crucial, and the disequilibrium is maintained by air near the surface mixing with air higher up, which is typically appreciably cooler and lower in water-vapour content. The air is mixed by means of turbulence that depends on the wind for its energy. As wind speed increases, so does turbulence, and thus the rate of heat and moisture transfer. Detailed understanding of this phenomenon awaits further study. An interacting – and complicated – phenomenon is wind-to-water transfer of momentum

that occurs when waves are formed. When the wind waves, it transfers important amounts of energy – energy that is, therefore, not available to provide turbulence.

- Q 11. The primary purpose of the passage is to
- resolve a controversy.
 - describe a phenomenon.
 - outline a theory.
 - classify various observations.
- Q 12. According to the passage, wind over the ocean generally does which of the following?
- Causes relatively cool, dry air to come into proximity with the ocean surface.
 - Maintains steady rate of heat and moisture transfer between the ocean and the air.
 - Causes frequent changes in the temperature of the water at the ocean's surface.
- I only
 - II only
 - I and II only
 - II and III only
- Q 13. It can be inferred from the passage that the author regards current knowledge about heat and moisture transfer from the ocean to air as:
- Revolutionary
 - Outdated
 - Incomplete
 - Derivative
- Q 14. The passage suggests that if on a certain day the wind were to decrease until there was no wind at all, which of the following would occur?
- The air closest to the ocean surface would become saturated with water vapour.
 - The air closest to the ocean surface would be warmer than the water.
 - The amount of moisture in the air closest to the ocean surface would increase.
 - The rate of heat and moisture transfer would increase.

Passage 4

The molecules of carbon dioxide in the Earth's atmosphere affect the heat balance of the Earth by acting as a one-way screen. Although these molecules allow radiation at visible wavelength, where most of the energy of sunlight is concentrated, to pass through, they absorb some of the longer-wavelength, infrared emissions radiated from the Earth's surface, radiation that would otherwise be transmitted back into space. For the Earth to maintain a constant average temperature, such emissions from the planet must balance incoming solar radiation. If there were no carbon dioxide in the atmosphere, heat would escape from the Earth much more easily. The surface temperature would be so much lower that the oceans might be a solid mass of ice.

Today, however, the potential problem is too much carbon dioxide. The burning of fossil fuels and the clearing of forests have increased atmospheric carbon dioxide by about 15 per cent in the last hundred years, and we continue to add carbon dioxide to the atmosphere. Could the increase in carbon dioxide cause a global rise in average temperature, and could such a rise have serious consequences for human society? Mathematical models that allow us to calculate the rise in temperature as a function of the increase indicate that the answer is probably 'yes'.

Under present conditions, a temperature of -18°C can be observed at an altitude of 5 to 6 kilometers above the Earth. Below this altitude (called the radiating level), the temperature increases by about 6°C per kilometer approaching the Earth's surface, where the average temperature is about 15°C . An increase in the amount of carbon dioxide means that there are more molecules of carbon dioxide to absorb infrared radiation. As the capacity of the atmosphere to absorb infrared radiation increases, the radiating level and the temperature of the surface must rise.

One mathematical model predicts that doubling the atmospheric carbon dioxide would rise the global mean surface temperature by 25°C . This model assumes that the atmosphere's relative humidity remains constant and the temperature decreases with altitude at a rate of 6.5°C per kilometer. The assumption of constant relative humidity is important, because water vapour in the atmosphere is another efficient absorber of radiation as infrared wavelengths. Because warm air can hold more moisture than cool air, the relative humidity will be constant only if the amount of water vapour in the atmosphere increases as the temperature rises. Therefore, more infrared radiation would be absorbed and redirected back to the Earth's surface. The resultant warming at the surface could be expected to melt snow and ice, reducing the Earth's reflectivity. More solar radiation would then be absorbed, leading to a further increase in temperature.

- Q 15. The primary purpose of the passage is to
- warn of the dangers of continued burning of fossil fuels.
 - discuss the significance of increasing the amount of carbon dioxide in the atmosphere.
 - explain how a constant temperature is maintained on the Earth's surface.
 - describe the ways in which various atmospheric and climatic conditions contribute to the Earth's weather.
- Q 16. According to the passage, the greatest part of the solar energy that reaches the Earth is

3.30 □ Reading Comprehension

Passage 5

Some modern anthropologists hold that biological evolution has shaped not only human morphology but

also human behaviour. The role those anthropologists ascribe to evolution is not of dictating the details of human behaviour but one of imposing constraints – ways of feeling, thinking, and acting that “come naturally” in archetypal situations in any culture. Our “frailties” – emotions and motives such as rage, fear, greed, gluttony, joy, lust, love – may be a very mixed assortment, but they share at least one immediate quality: we are, as we say, “in the grip” of them. And thus they give us our sense of constraints.

Unhappily, some of those frailties – our need for ever-increasing security among them- are presently maladaptive. Yet, beneath the overlay of cultural detail, they, too said to be biological in direction, and therefore, as natural to us as are our appendixes. We would need to comprehend thoroughly their adaptive origins in order to understand how badly they guide us now. And we might then begin to resist their pressure.

- Q 22. The primary purpose of the passage is to present

 - (a) a position on the foundations of human behaviour and on what those foundations imply.
 - (b) a theory outlining the parallel development of human morphology and of human behaviour.
 - (c) a diagnostic test for separating biologically determined behaviour patterns from cultures specific detail.
 - (d) a practical method for resisting the pressures of biologically determined drives.

Q 23. The author implies that control to any extent over the “frailties” that constraint our behaviour is thought to presuppose

 - (a) that those frailties are recognized as currently beneficial and adaptive.
 - (b) that there is little or no overlay of culture detail that mask their true nature.
 - (c) that there are cultures in which those frailties do not “come naturally” and from which such control can be learned.
 - (d) a full understanding of why those frailties evolved and of how they function now.

Q 24. Which of the following most probably provides an appropriate analogy from human morphology for the “details” versus “constraints” distinction made in the passage in relation to human behaviour?

 - (a) The ability of most people to see all the colours of the visible spectrum as against most people’s inability to name any but the primary colours.
 - (b) The ability of even the least fortunate people to show compassion as against people’s inability to mask their feelings completely.

- (c) The greater lung capacity of mountain peoples that helps them live in oxygen-poor air as against people's inability to fly without special apparatus.

(d) The psychological profile of those people who are able to delay gratification as against people's inability to control their lives completely.

Q 25. It can be inferred that in his discussion of maladaptive frailties the author assumes that

Q 25. It can be inferred that in his discussion of maladaptive frailties the author assumes that

- (a) evolution does not favour the emergence of adaptive characteristics over the emergence of maladaptive ones.
 - (b) changes in the total human environment can outpace evolutionary change.
 - (c) maladaptive characteristics, once fixed, make the emergence of other maladaptive characteristics more likely.
 - (d) the designation of characteristics as being maladaptive must always remain highly tentative.

PRACTICE EXERCISE 4

Passage 1

A mysterious phenomenon is the ability of over-water migrants to travel on course. Birds, bees, and other species can keep track of time without any sensory cues from the outside world, and such “biological clocks” clearly contribute to their “compass sense”. For example, they can use the position of the Sun or stars, along with the time of day, to find north. But compass sense alone cannot explain how birds navigate the ocean: after a flock traveling east is blown far south by a storm, it will assume the proper northeasterly course to compensate. Perhaps, some scientists thought, migrants determine their geographic position on Earth by celestial navigation, almost as human navigators use stars and planets, but this would demand of the animals a fantastic map sense. Researchers now know that some species have a magnetic sense, which might allow migrants to determine their geographic location by detecting variations in the strength of the Earth’s magnetic field.

Q 1. The main idea of the passage is that

- (a) migration over land requires a simpler explanation than migration over water does.
 - (b) the means by which animals migrate over water are complex and only partly understood.
 - (c) the ability of migrant animals to keep track of time is related to their magnetic sense.
 - (d) knowledge of geographic location is essential to migrants with little or no compass sense.

Q 2. It can be inferred from the passage that if the flock of birds were navigating by compass sense alone, they would, after the storm, fly:

Q 3. In maintaining that migrating animals would need “a fantastic map sense” to determine their geographic

position by celestial navigation, the author intends to express

- (a) admiration for the ability of the migrants.
 - (b) skepticism about celestial navigation as an explanation.
 - (c) certainty that the phenomenon of migrants will remain mysterious.
 - (d) interest in a new method of accounting for over-water migration.

Passage 2

A "scientific" view of language was dominant among philosophers and linguists who affected to develop a scientific analysis of human thought and behaviour in the early part of this century. Under the force of this view, it was perhaps inevitable that the art of rhetoric should pass from the status of being regarded as of questionable worth (because although it might be both a source of pleasure and a means to urge people to right action, it might also be a means to distort truth and a source of misguided action) to the status of being wholly condemned. If people are regarded only as machines guided by logic, as they were by these "scientific" thinkers, rhetoric is likely to be held in low regard; for the most obvious truth about rhetoric is that it speaks to the whole person. It presents its arguments first to the person as a rational being, because persuasive discourse, if honestly conceived, always has a basis in reasoning. Logical argument is the plot, as it were, of any speech or essay that is respectfully intended to persuade people. Yet, it is a characterizing feature of rhetoric that it goes beyond this and appeals to the parts of our nature that are involved in feeling, desiring, acting, and suffering. It recalls relevant instances of the emotional reactions of people to circumstances – real or fictional – that are similar to our own circumstances. Such is the purpose of both historical accounts and fables in persuasive

3.32 □ Reading Comprehension

discourse: they indicate literally or symbolically how people may react emotionally, with hope or fear, to particular circumstances. A speech attempting to persuade people can achieve little unless it takes into account the aspect of their being related to such hopes and fears.

Rhetoric, then, is addressed to human beings living at particular times and in particular places. From the point of view of rhetoric, we are not merely logical thinking machines, creatures abstracted from time and space. The study of rhetoric should, therefore, be considered the most humanistic of the humanities, since rhetoric is not directed only to our rational selves. It takes into account what the “scientific” view leaves out. It is a weakness to harbour feelings, then rhetoric may be thought of as dealing in weakness. But those who reject the idea of rhetoric because they believe it deals in lies and who at the same time hope to move people to action, must either be liars themselves or be very naïve; pure logic has never been a motivating force unless it has been subordinated to human purposes, feelings, and desires, and thereby ceased to be pure logic.

Q 4. According to the passage, to reject rhetoric and till hope to persuade people is:

- (a) An aim of most speakers and writers.
- (b) An indication either of dishonesty or of credulity.
- (c) A way of displaying distrust of the audience’s motives.
- (d) A characteristic of most humanistic discourse.

Q 5. It can be inferred from the passage that in the late nineteenth century rhetoric was regarded as:

- (a) The only necessary element of persuasive discourse.
- (b) A dubious art in at least two ways.
- (c) An outmoded and tedious amplification of logic.
- (d) An open offense to the rational mind.

Q 6. It can be inferred from the passage that in the late nineteenth century rhetoric was regarded as:

- (a) Reaction against science.
- (b) Lack of training in logic.
- (c) View of human motivation.
- (d) Misunderstanding of the use of the term “scientific”.

Q 7. The passage suggests that a speech that attempts to persuade people to act is likely to fail if it does not

- (a) distort the truth a little to make it more acceptable to the audience.
- (b) appeal to the self-interest as well as the humanitarianism of the audience.

(c) address listeners’ emotions as well as their intellects.

(d) concede the logic of other points of view.

Q 8. The passage suggests that to consider people as “thinking machines” is to consider them as:

- (a) Beings separated from a historical context.
- (b) Replaceable parts of a larger social machine.
- (c) More complex than other animals.
- (d) Liars rather than honest people.

Q 9. Which of the following persuasive devices is not used in the passage?

- (a) A sample of an actual speech delivered by an orator.
- (b) The contrast of different points of view.
- (c) The repetition of key ideas and expressions.
- (d) An analogy that seeks to explain logical argument.

Q 10. Which of the following best states the author’s main point about logical argument?

- (a) It is a sterile, abstract discipline, of little use in real life.
- (b) It is an essential element of persuasive discourse, but only one such element.
- (c) It is an important means of persuading people to act against their desires.
- (d) It is the lowest order of discourse because it is the least imaginative.

Passage 3

Since the Hawaiian Islands have never been connected to other land masses, the great variety of plants in Hawaii must be a result of the long-distance dispersal of seeds, a process that requires both a method of transport and an equivalence between the ecology of the source area and that of the recipient area.

There is some dispute about the method of transport involved. Some biologists argue that ocean and air currents are responsible for the temperature of plant seeds to Hawaii. Yet the results of flotation experiments and the low temperatures of air currents cast doubt on these hypotheses. More probable is bird transport, either externally, by accidentally attachment of the seeds to feathers, or internally, by the swallowing of fruit and subsequent excretion of the seeds. While it is likely that fewer varieties of plant seeds have reached Hawaii externally than internally, more vacancies are known to be adapted to external than to internal transport.

Q 11. The author of the passage is primarily concerned with

- (a) discussing different approaches biologists have taken to testing theories about the distribution of plants in Hawaii.

- (b) discussing different theories about the transport of plant seeds to Hawaii.
- (c) discussing the extent to which air currents are responsible for the dispersal of plant seeds to Hawaii.
- (d) resolving a dispute about the adaptability of plant seeds to bird transport.
- Q 12. Author mentions the results of flotation experiments on plant seeds most probably in order to
- (a) support the claim that the distribution of plants in Hawaii is the result of the long-distance dispersal of seeds.
- (b) lend credibility to the thesis that air currents provide a method of transport for plant seeds to Hawaii.
- (c) suggest that the long-distance dispersal of seeds is a process that requires long periods of time.
- (d) challenge the claim that ocean currents are responsible for the transport of plant seeds to Hawaii.
- Q 13. It can be inferred from information in the passage that the existence in alpine regions of Hawaii of a plant species that also grows in the southwestern United States would justify which of the following conclusions:
- (a) The ecology of the southwestern United States is similar in important respects to the ecology of alpine regions of Hawaii.
- (b) There are ocean currents that flow from the southwestern United States to Hawaii.
- (c) The plant species discovered in Hawaii must have traveled from the southwestern United States only very recently.
- (d) The plant species discovered in Hawaii reached there by attaching to the feathers of birds migrating from the southwestern United States.
- Q 14. The passage supplies information for answering which of the following questions?
- (a) Why does successful long-distance dispersal of plant seeds require an equivalence between the ecology of the source area and that of the recipient area?
- (b) Why are more varieties of plant seeds adapted to external rather than to internal bird transport?
- (c) What varieties of plant seeds are birds that fly long distances most likely to swallow?
- (d) What is a reason for accepting the long-distance dispersal of plant seeds as an explanation for the origin of Hawaiian flora?

Passage 4

A long-held view of the history of the English colonies that became the United States has been that England's policy toward these colonies before 1763 was dictated by commercial interests and that a change to a more imperial policy, dominated by expansionist militarist objectives, generated the tensions that ultimately led to the American Revolution. In a recent study, Stephen Saunders Webb has presented a formidable challenge to this view. According to Webb, England already had a military imperial policy for more than a century before the American Revolution. He sees Charles II, the English monarch between 1660 and 1685, as the proper successor of the Tudor monarchs of the sixteenth century and of Oliver Cromwell, all of whom were bent on extending centralized executive power over England's possessions through the use of what Webb calls "Garrison government". Garrison government allowed the colonists a legislative assembly but real authority, in Webb's view, belonged to the colonial governor, who was appointed by the king and supported by the "garrison", that is, by the local contingent of English troops under the colonial governor's command.

According to Webb, the purpose of Garrison government was to provide military support for a royal policy designed to limit the power of the upper classes in the American colonies. Webb argues that the colonial legislative assemblies represented the interests not of the common people but of the colonial upper classes, a coalition of merchants and nobility who favoured self-rule and sought to elevate legislative authority at the expense of the executive. It was, according to Webb, the colonial governors who favoured the small farmer, opposed the plantation system, and tried through taxation to break up large holdings of land. Backed by the military presence of the garrison, these governors tried to prevent the gentry and merchants, allied in the colonial assemblies, from transforming colonial America into a capitalistic oligarchy. Webb's study illuminates the political alignments that existed in the colonies in the century prior to the American Revolution, but his view of the crown's use of the military as an instrument of colonial policy is not entirely convincing. England during the seventeenth century was not noted for its military achievements. Cromwell did mount England's most ambitious overseas military expedition in more than a century, but it proved to be an utter failure. Under Charles II, the English army was too small to be a major instrument of government. Not until the war France in 1697 did William III persuade Parliament to create a professional standing army, and Parliaments price for

3.34 □ Reading Comprehension

doing so was to keep the army under tight legislative control. While it may be true that the crown attempted to curtail the power of the colonial upper classes, it is hard to imagine how the English army during the seventeenth century could have provided significant military support for such a policy.

Q 15. The passage can best be described as a

- (a) survey of the inadequacies of a conventional viewpoint.
- (b) reconciliation of opposing points of view.
- (c) summary and evaluation of a recent study.
- (d) defence of a new thesis from anticipated objections.

Q 16. The passage suggests that the long-standing view referred to in the first paragraph argued that

- (a) the colonial governors were sympathetic to the demands of the common people.
- (b) Charles II was a pivotal figure in the shift of English monarchs toward a more imperial policy in their governorship of the American colonies.
- (c) the American Revolution was generated largely out of a conflict between the colonial upper classes and an alliance of merchants and small farmers.
- (d) the military did not play a major role as an instrument of colonial policy until 1763.

Q 17. It can be inferred from the passage that Webb would be most likely to agree with which of the following statements regarding garrison government?

- (a) Garrison government gave legislative assemblies in the colonies relatively little authority, compared to the authority that it gave the colonial governors.
- (b) Garrison government proved relatively ineffective until it was used by Charles II to curb the power of colonial legislatures.
- (c) Garrison government became a less viable colonial policy as the English Parliament

began to exert tighter legislative control over the English Military.

(d) Oliver Cromwell was the first English ruler to make use of garrison government on a large scale.

Q 18. According to the passage, Webb views Charles II as the “proper successor” (in the first paragraph) of the Tudor monarchs and Cromwell because Charles II

- (a) used colonial tax revenues to fund overseas military expeditions.
- (b) used the military to extend executive power over the English colonies.
- (c) wished to transform the American colonies into capitalistic oligarchies.
- (d) resisted the English Parliament’s efforts to exert control over the military.

Q 19. According to Webb’s view of colonial history, which of the following was (were) true of the merchants and nobility mentioned in the second paragraph?

- I. They were opposed to policies formulated by Charles II that would have transformed the colonies into capitalistic oligarchies.
 - II. They were opposed to attempts by the English crown to limit the power of the legislative assemblies.
 - III. They were united with small farmers in their opposition to the stationing of English troops in the colonies.
- (a) I only
 - (b) II only
 - (c) I and II only
 - (d) I, II and III

Q 20. The author suggests that if William III had wanted to make use of the standing army (mentioned in last paragraph) to administer garrison government in the American colonies, he would have had to

- (a) make peace with France.
- (b) abolish the colonial legislative assemblies.
- (c) seek approval from the English Parliament.
- (d) appoint colonial governors who were more sympathetic to royal policy.

PRACTICE EXERCISE 5

Direction for questions: *Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

Passage 1

The belief that art originates in intuitive rather than rational faculties was worked out historically and philosophically in the somewhat wearisome volumes of Benedetto Croce, who is usually considered the

originator of the new aesthetic. Croce was, in fact, expressing a very old idea. Long before the Romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to art, but philosophers had always assumed it must be controlled by law and by the intellectual power of putting things into harmonious order. This general philosophic concept of art was supported by technical necessities. It was necessary to master certain laws and to use intellect in order to build Gothic cathedrals, or set up the stained glass windows of Chartres. When this bracing element of craftsmanship ceased to dominate artists' outlook, new technical elements had to be adopted to maintain the intellectual element in art. Such were linear perspective and anatomy.

Q 1. The passage suggests that which of the following would most likely have occurred if linear perspective and anatomy had not come to influence artistic endeavour?

- (a) The craftsmanship that shaped Gothic architecture would have continued to dominate artists' outlooks.
- (b) Some other technical elements would have been adopted to discipline artistic inspiration.
- (c) Intellectual control over artistic inspiration would not have influenced painting as it did architecture.
- (d) The role of intuitive inspiration would not have remained fundamental to theories of artistic creation.

Q 2. Which of the following questions can be answered by the information supplied in the passage?

- (a) Does Romantic art exhibit the triumph of intuition over intellect?
- (b) Did an emphasis on linear perspective and anatomy dominate Romantic art?
- (c) Are the intellectual and intuitive faculties harmoniously balanced in post-Romantic art?
- (d) Are the effects of the rational control of artistic inspiration evident in the great works of pre-Romantic eras?

Q 3. The passage implies that which of the following was a traditional assumption of aesthetic philosophers?

- (a) Intellectual elements in art exert a necessary control over artistic inspiration.
- (b) Architecture has never again reached the artistic greatness of the Gothic cathedrals.
- (c) Aesthetic philosophy is determined by the technical necessities of art.
- (d) Artistic craftsmanship is more important in architectural art than in pictorial art.

Q 4. The author mentions "linear perspective and anatomy", in the last sentence in order to do which of the following?

- (a) Expand his argument to include painting as well as architecture.
- (b) Indicate his disagreement with Croce's theory of the origins of art.
- (c) Support his point that rational order of some kind has often seemed to discipline artistic inspiration.
- (d) Explain the rational elements in Gothic painting that corresponded to craftsmanship in Gothic architecture.

Passage 2

Computer programmers often remark that computing machines, with a perfect lack of discrimination, will do any foolish thing they are told to do. The reason for this lies, of course, in the narrow fixation of the computing machine's "intelligence" on the details of its own perceptions – its inability to be guided by any large context. In a psychological description of the computer intelligence, three related adjectives come to mind: single-minded, literal-minded, and simple-minded. Recognizing this, we should at the same time recognize that this single-mindedness, literal-mindedness, and simple-mindedness also characterizes theoretical mathematics, though to a lesser extent.

Since science tries to deal with reality, even the most precise sciences normally work with more or less imperfectly understood approximations toward which scientists must maintain an appropriate skepticism. Thus, for instance, it may come as a shock to mathematicians to learn that the Schrödinger equation for the hydrogen atom is not a literally correct description of this atom, but only an approximation to a somewhat more correct equation taking account of spin, magnetic dipole and relativistic effects; and that this corrected equation is itself only an imperfect approximation to an infinite set of quantum field-theoretical equations. Physicists, looking at the original Schrödinger equation, learn to sense in it the presence of many invisible terms in addition to the differential terms visible, and this sense inspires an entirely appropriate disregard for the purely technical features of the equation. This very healthy skepticism is foreign to the mathematical approach.

Mathematics must deal with well-defined situations. Thus, mathematicians depend on an intellectual effort outside of mathematics for the crucial specification of the approximation that mathematics is to take literally. Give mathematicians a situation that is the least bit ill-defined, and they will make it well-defined, perhaps

3.36 □ Reading Comprehension

appropriately, but perhaps inappropriately. In some cases, the mathematicians' literal-mindedness may have unfortunate consequences. The mathematicians turn the scientist's theoretical assumptions, that is, their convenient points of analytical emphasis, into axioms, and then take these axioms literally. This brings the danger that they may also persuade the scientists to take these axioms literally. The question, central to the scientific investigation but intensely disturbing in the mathematical context – what happens if the axioms are relaxed? – is thereby ignored.

The physicist rightly dreads precise argument, since an argument that is convincing only if it is precise loses all its force if the assumptions on which it is based are slightly changed, whereas an argument that is convincing though imprecise may well be stable under small perturbations of its underlying assumptions.

Q 5. The author discusses computing machines in the first paragraph primarily in order to do which of the following?

- (a) Indicate the dangers inherent in relying to a great extent on machines.
- (b) Illustrate his views about the approach of mathematicians to problem solving.
- (c) Compare the work of mathematicians with that of computer programmers.
- (d) Provide one definition of intelligence.

Q 6. According to the passage, scientists are skeptical toward their equations because scientists

- (a) work to explain real, rather than theoretical or simplified, situations.
- (b) know that well-defined problems are often the most difficult to solve.
- (c) are unable to express their data in terms of multiple variables.
- (d) are unwilling to relax the axioms they have developed.

Q 7. It can be inferred from the passage that scientists make which of the following assumptions about scientific arguments?

- (a) The literal truth of the arguments can be made clear only in a mathematical context.
- (b) The arguments necessarily ignore the central question of scientific investigation.
- (c) The arguments probably will be convincing only to other scientists.
- (d) The premises on which the arguments are based may change.

Q 8. According to the passage, mathematicians present a danger to scientists for which of the following reasons?

- (a) Mathematicians may provide theories that are incompatible with those already developed by scientists.
- (b) Mathematicians may define situation in a way that is incomprehensible to scientists.
- (c) Mathematicians may convince scientists that theoretical assumptions are facts.
- (d) Scientists may come to believe that axiomatic statements are untrue.

Q 9. The author suggests that the approach of physicists to solving scientific problems is which of the following?

- (a) Practical for scientific purposes.
- (b) Detrimental to scientific progress.
- (c) Unimportant in most situations.
- (d) Effective, but rarely recognized as such.

Q 10. The author suggests that a mathematician asked to solve a problem in an ill-defined situation would first attempt to do which of the following?

- (a) Identify an analogous situation.
- (b) Simplify and define the situation.
- (c) Vary the underlying assumptions of a description of the situation.
- (d) Determine what use would be made of the solution provided.

Q 11. The author implies that scientists develop a healthy skepticism because they are aware that

- (a) mathematicians are better able to solve problems than are scientists.
- (b) changes in axiomatic propositions will inevitably undermine scientific arguments.
- (c) some factors in most situations must remain unknown.
- (d) mathematical solutions can rarely be applied to real problems.

Passage 3

In eighteenth-century France and England, reformers rallied around egalitarian ideals, but few reformers advocated higher education for women. Although the public decried women's lack of education, it did not encourage learning for its own sake for women. In spite of the general prejudice against learned women, there was one place where women could exhibit their erudition: the literary salon. Many writers have defined the woman's role in the salon as that of an intelligent hostess, but the salon had more than a social function for women. It was an informal university, too, where women exchanged ideas with educated persons, read their own works and heard those of others, and received and gave criticism.

In the 1750's, when salons were firmly established in France, some English women, who called themselves "Bluestockings" followed the example of the *salonnieres* (French salon hostesses) and formed their own salons. Most Bluestockings did not wish to mirror the *salonnieres*; they simply desired to adapt a proven formula to their own purpose - the elevation of women's status through moral and intellectual training. Differences in social orientation and background can account perhaps for differences in the nature of French and English salons. The French salon incorporated aristocratic attitudes that exalted courtly pleasure and emphasized artistic accomplishments. The English Bluestockings, originating from a more modest background, emphasized learning and work over pleasure. Accustomed to the regimented life of court circles, *salonnieres* tended toward formality in their salons. The English women, though somewhat puritanical, were more casual in their approach.

At first, the Bluestockings did imitate the *salonnieres* by including men in their circles. However, as they gained cohesion, the Bluestockings came to regard themselves as a women's group and to possess a sense of female solidarity lacking in the *salonnieres*, who remained isolated from one another by the primacy each held in her own salon. In an atmosphere of mutual support, the Bluestockings went beyond the salon experience. They travelled, studied, worked, wrote for publication, and by their activities challenged the stereotype of the passive woman. Although the *salonnieres* were aware of sexual inequality, the narrow boundaries of their world kept their intellectual pursuits within conventional limits. Many *salonnieres*, in fact, camouflaged their non-traditional activities behind the role of hostess and deferred to men in public.

Though the Bluestockings were trailblazers when compared with the *salonnieres*, they were not feminists. They were too traditional, too hemmed by their generation to demand social and political rights. Nonetheless, in their desire for education, their willingness to go beyond the confines of the salon in pursuing their interests, and their championing of unity among women, the Bluestockings began the process of questioning women's role in society.

Q 12. Which of the following best states the central idea of the passage?

- (a) The establishment of literary salons was a response to reformers' demands for social rights for women.
- (b) For women, who did not have access to higher education as men did, literary salons provided an alternate route to learning and a challenge to some of society's basic assumptions about women.

- (c) The literary salons provided a sounding board for French and English women who called for access to all the educational institutions in their societies on an equal basis with men.
- (d) In England, as in France, the general prejudice against higher education for women limited women's function in literary salons to a primarily social one.

Q 13. According to the passage, a significant distinction between the *salonnieres* and Bluestockings was in the way each group regarded which of the following?

- (a) The value of acquiring knowledge.
- (b) The role of pleasure in the activities of the literary salon.
- (c) The desirability of a complete break with societal traditions.
- (d) The inclusion of women of different backgrounds in the salons.

Q 14. The author refers to differences in social background between *salonnieres* and Bluestockings in order to do which of the following?

- (a) Criticize the view that their choices of activities were significantly influenced by male salon members.
- (b) Discuss the reasons why literary salons in France were established before those in England.
- (c) Question the importance of the Bluestockings in shaping public attitudes toward educated women.
- (d) Explain the differences in atmosphere and style in their salons.

Q 15. Which of the following statements is most compatible with the principles of the *salonnieres* as described in the passage?

- (a) Women should aspire to be not only educated but independent as well.
- (b) The duty of the educated women is to provide an active political model for less educated women.
- (c) Devotion to pleasure and art is justified in itself.
- (d) Substance, rather than form, is the most important consideration in holding a literary salon.

Q 16. The passage suggests that the Bluestockings might have had a more significant impact on society if it had not been for which of the following?

- (a) Their unwillingness to defy aggressively the conventions of their age.
- (b) Competitiveness among their salons.

3.38 □ Reading Comprehension

- (c) Their emphasis on individualism.
(d) The limited scope of their activities.
- Q 17. Which of the following could best be considered a twentieth-century counterpart of an eighteenth-century literary salon as it is described in the passage?
(a) A social sorority
(b) A community centre
(c) A lecture course on art
(d) A humanities study group
- Q 18. To an assertion that Bluestockings were feminists, the author would most probably respond in which of the following way?
(a) Admitted uncertainty
(b) Qualified disagreement
(c) Complete indifference
(d) Strong disparagement
- Q 19. Which of the following titles best describes the content of the passage?
(a) Eighteenth – Century Egalitarianism
(b) Feminists of the Eighteenth Century
(c) Eighteenth Century – Precursors of Feminism
(d) Intellectual Life in the Eighteenth Century

Passage 4

When same parameters and quantitative theory are used to analyze both termite colonies and troops of rhesus macaques, we will have a unified science of sociobiology. Can this ever really happen? As my own studies have advanced, I have been increasingly impressed with the functional similarities between insect and vertebrate societies and less so with the structural differences that seem, at first glance, to constitute such an immense gulf between them. Consider for a moment termites and macaques. Both form cooperative groups that occupy territories. In both kinds of society there is a well-marked division of labour. Members of both groups communicate to each other hunger, alarm, hostility, caste status or

rank, and reproductive status. From the specialist's point of view, this comparison may at first seem facile - or worse. But it is out of such deliberate oversimplification that the beginnings of a general theory are made.

- Q 20. Which of the following best summarizes the author's main point?
(a) Oversimplified comparisons of animal societies could diminish the likelihood of developing a unified science of sociobiology.
(b) Understanding the ways in which animals as different as termites and rhesus macaques resemble each other requires train in both biology and sociology.
(c) A study of the similarities between insect and vertebrate societies could provide the basis for a unified science of sociobiology.
(d) Animals as different as termites and rhesus macaques follow certain similar and predictable patterns of behaviour.
- Q 21. The author's attitude toward the possibility of a unified theory in sociobiology is best described as which of the following?
(a) Guarded optimism
(b) Unqualified enthusiasm
(c) Objective indifference
(d) Dissatisfaction
- Q 22. In discussing insect and vertebrate societies, the author suggests which of the following?
(a) A distinguishing characteristic of most insect and vertebrate societies is a well-marked division of labour.
(b) The caste structure of insect societies is similar to that of vertebrate societies.
(c) Most insect and vertebrate societies form cooperative groups in order to occupy territory.
(d) There are significant structural differences between insect and vertebrate societies.

PRACTICE EXERCISE 6

Direction for questions 1 to 25: *Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

Passage 1

Theorists are divided concerning the origin of the Moon. Some hypothesize that the Moon was formed in the

same way as were the planets in the inner solar system (Mercury, Venus, Mars, and Earth) – from planet-forming materials in the presolar nebula. But, unlike the cores of the inner planets, the Moon's core contains little or no iron, while the typical planet-forming materials were quite rich in iron. Other theorists propose that the Moon was ripped out of the Earth's rocky mantle by the Earth's collision with another large celestial body after much of the Earth's iron fell to its core. One problem with the collision hypothesis is the question of

how a satellite formed in this way could have settled into the nearly circular orbit that the Moon has today. Fortunately, the collision hypothesis is testable. If it is true, the mantle rocks of the Moon and the Earth should be the same geochemically.

- Q 1. The primary purpose of the passage is to
- present two hypotheses concerning the origin of the Moon.
 - discuss the strengths and weaknesses of the collision hypothesis concerning the origin of the Moon.
 - propose that hypotheses concerning the Moon's origin be tested.
 - argue that the Moon could not have been formed out of the typical planet-forming materials of the presolar nebula.
- Q 2. According to the passage, Mars and the Earth are similar in which of the following ways?
- Their satellites were formed by collisions with other celestial bodies.
 - Their cores contain iron.
 - They were formed from the presolar nebula.
- III only
 - I and II only
 - I and III only
 - II and III only
- Q 3. The author implies that a nearly circular orbit is unlikely for a satellite that
- circles one of the inner planets.
 - is deficient in iron.
 - is different from its planet geochemically.
 - was formed by a collision between two celestial bodies.
- Q 4. Which of the following, if true, would be most likely to make it difficult to verify the collision hypothesis in the manner suggested by the author?
- The Moon's core and mantle rock are almost inactive geologically.
 - The mantle rock of the Earth has changed in composition since the formation of the Moon, while the mantle rock of the Moon has remained chemically inert.
 - Much of the Earth's iron fell to the Earth's core long before the formation of the Moon, after which the Earth's mantle rock remained unchanged.
 - The mantle rock of the Moon contains elements such as platinum, gold, and iridium.

Passage 2

For some time scientists have believed that cholesterol plays a major role in heart disease because people with

familial hypercholesterolemia, a genetic defect, have six to eight times the normal level of cholesterol in their blood and they invariably develop heart disease. These people lack cell-surface receptors for low-density lipoproteins (LDL's), which are the fundamental carriers of blood cholesterol to the body cells that use cholesterol. Without an adequate number of cell-surface receptors to remove LDL's from the blood, the cholesterol-carrying LDL's remain in the blood, increasing blood cholesterol levels. Scientists also noticed that people with familial hypercholesterolemia appear to produce more LDL's than normal individuals. How, scientists wondered, could a genetic mutation that causes a slowdown in the removal of LDL's from the blood also result in an increase in the synthesis of this cholesterol-carrying protein?

Since scientists could not experiment on human body tissue, their knowledge of familial hypercholesterolemia was severely limited. However, a breakthrough came in the laboratories of Yoshio Watanabe of Kobe University in Japan in 1980. Watanabe noticed that a male rabbit in his colony had ten times the normal concentration of cholesterol in its blood. By appropriate breeding, Watanabe obtained a strain of rabbits that had very high cholesterol levels. These rabbits spontaneously developed heart disease. To his surprise, Watanabe further found that the rabbits, like humans with familial hypercholesterolemia, lacked LDL receptors. Thus, scientists could study these Watanabe rabbits to gain a better understanding of familial hypercholesterolemia in humans.

Prior to the breakthrough at Kobe University, it was known that LDL's are secreted from the liver in the form of a precursor, called very low-density lipoproteins (VLDL's), which carry triglycerides as well as relatively small amounts of cholesterol. The triglycerides are removed from the VLDL's by fatty and other tissues. What remains is a remnant particle that must be removed from the blood. What scientists learned by studying the Watanabe rabbits is that the removal of the VLDL remnant requires the LDL receptor. Normally, the majority of the VLDL remnants go to the liver where they bind to LDL receptors and are degraded. In the Watanabe rabbit, due to a lack of LDL receptors on liver cells, the VLDL remnants remain in the blood and are eventually converted to LDL's. The LDL receptors thus have a dual effect in controlling LDL levels. They are necessary to prevent over synthesis of LDL's from VLDL remnants and they are necessary for the normal removal of LDL's from the blood. With this knowledge, scientists are now well on the way toward developing drugs that dramatically lower cholesterol levels in people afflicted with certain forms of familial hypercholesterolemia.

3.40 □ Reading Comprehension

- Q 5. In the passage, the author is primarily concerned with
- (a) presenting a hypothesis and describing compelling evidence in support of it.
 - (b) raising a question and describing an important discovery that led to an answer.
 - (c) showing that a certain genetically caused disease can be treated effectively with drugs.
 - (d) explaining what causes the genetic mutation that leads to heart disease.
- Q 6. Which of the following drugs, if developed, would most likely be an example of the kind of drug mentioned in the line 32?
- (a) A drug that stimulates the production of VLDL remnants.
 - (b) A drug that stimulates the production of LDL receptors on the liver.
 - (c) A drug that stimulates the production of an enzyme needed for a cholesterol production.
 - (d) A drug that suppresses the production of body cells that use cholesterol.
- Q 7. The passage supplies information to answer which of the following questions?
- (a) Which body cells are the primary users of cholesterol?
 - (b) How did scientists discover that LDL's are secreted from the liver in the form of a precursor?
 - (c) Where in the body are VLDL remnants degraded?
 - (d) Which body tissues produce triglycerides?
- Q 8. According to the passage, by studying the Watanabe rabbits scientists learned that
- (a) VLDL remnants are removed from the blood by LDL receptors in the liver.
 - (b) LDL's are secreted from the liver in the form of precursors called VLDL's.
 - (c) VLDL remnant particles contain small amounts of cholesterol.
 - (d) LDL receptors remove LDL's from the blood.
- Q 9. The development of drug treatments for some forms of familial hypercholesterolemia is regarded by the author as
- (a) possible, but not very important.
 - (b) highly probable.
 - (c) promising, but many years off.
 - (d) extremely unlikely.
- Q 10. The passage implies that if the Watanabe rabbits had had as many LDL receptors on their livers as do normal rabbits, the Watanabe rabbits would have been
- (a) less likely than normal rabbits to develop heart disease.
 - (b) less likely than normal rabbits to develop high concentrations of cholesterol in their blood.
 - (c) less useful than they actually were to scientists in the study of familial hypercholesterolemia in humans.
 - (d) unable to secrete VLDL's from their livers.
- Q 11. The passage implies that Watanabe rabbits differ from normal rabbits in which of the following ways?
- (a) Watanabe rabbits have more LDL receptors than do normal rabbits.
 - (b) The blood of Watanabe rabbits contains more VLDL remnants than does the blood of normal rabbits.
 - (c) Watanabe rabbits have fewer fatty tissues than do normal rabbits.
 - (d) Watanabe rabbits secrete lower levels of VLDL's than do normal rabbits.

Passage 3

When speaking of Romare Bearden, one is tempted to say, “A great Black American artist.” The subject matter of Bearden’s collages is certainly Black. Portrayals of the folk of Mecklenburg County, North Carolina, whom he remembers from early childhood, of the jazz musicians and tenement roofs of his Harlem days, of Pittsburgh steelworkers, and his reconstruction of classical Greek myths in the guise of the ancient Black kingdom of Benin, attest to this. In natural harmony with this choice of subject matter are the social sensibilities of the artist, who remains active today with the Cinque Gallery in Manhattan, which he helped found and which is devoted to showing the work of minority artists. Then why not call Bearden a Black American artist? Because ultimately this categorization is too narrow. “What stands up in the end is structure,” Bearden says. “What I try to do is amplify. If I were just creating a picture of a farm woman from back home, it would have meaning to her and people there. But art amplifies itself to something universal.”

- Q 12. According to the passage, all of the following are depicted in Bearden’s collages EXCEPT:
- (a) Workers in Pittsburgh’s steel mills.
 - (b) Scenes set in the ancient kingdom of Benin.
 - (c) People Bearden knew as a child.
 - (d) Traditional representations of the classical heroes of Greek mythology.
- Q 13. The author suggests that Bearden should not be called a Black American artist because

- (a) there are many collages by Bearden in which the subject matter is not Black.
- (b) Bearden's work reflects the Black American experience in a highly individual style.
- (c) through the structure of Bearden's art his Black subjects come to represent all of humankind.
- (d) Bearden's true significance lies not so much in his own work as in his efforts to help other minority artists.
- Q 14. Bearden's social sensibilities and the subject matter of his collages are mentioned by the author in order to explain
- (a) why one might be tempted to call Bearden a Black American artist.
- (b) why Bearden cannot be readily categorized.
- (c) why Bearden's appeal is thought by many to be ultimately universal.
- (d) how deeply an artist's artistic creations are influenced by the artist's social conscience.
- Q 15. The author of the passage is chiefly concerned with
- (a) discussing Bearden's philosophy of art.
- (b) assessing the significance of the ethnic element in Bearden's work.
- (c) acknowledging Bearden's success in giving artistic expression to the Black American experience.
- (d) pointing out Bearden's helpfulness to other minority artists.

Passage 4

Surprisingly enough, modern historians have rarely interested themselves in the history of the American South in the period before the South began to become self-consciously and distinctively "Southern" – the decades after 1815. Consequently, the cultural history of Britain's North American empire in the seventeenth and eighteenth centuries has been written almost as if the Southern colonies had never existed. The American culture that emerged during the Colonial and Revolutionary eras has been depicted as having been simply an extension of New England Puritan culture. However, Professor Davis has recently argued that the South stood apart from the rest of American society during this early period, following its own unique pattern of cultural development. The case for Southern distinctiveness rests upon two related premises: first, that the cultural similarities among the five Southern colonies were far more impressive than the differences, and second, that what made those colonies alike also made them different from the other colonies. The first,

for which Davis offers an enormous amount of evidence, can be accepted without major reservations; the second is far more problematic.

What makes the second premise problematic is the use of the Puritan colonies as a basis for comparison. Quite properly, Davis decries the excessive influence ascribed by historians to the Puritans in the formation of American culture. Yet Davis inadvertently adds weight to such ascriptions by using the Puritans as the standard against which to assess the achievements and contributions of Southern colonials. Throughout, Davis focuses on the important, and undeniable, differences between the Southern and Northern colonies in motives for and patterns of early settlement, in attitudes toward nature and Native Americans, and in the degree of receptivity to metropolitan cultural influences.

However, recent scholarship has strongly suggested that those aspects of early New England culture that seem to have been most distinctly Puritan, such as the strong religious orientation and the communal impulse, were not even typical of New England as a whole, but were largely confined to the two colonies of America. Thus, what in contrast to the Puritan (Northern) colonies appears to Davis to be peculiarly Southern – acquisitiveness, a strong interest in politics and the law, and a tendency to cultivate metropolitan cultural models – was not only more typically English than the cultural patterns exhibited by Puritan Massachusetts and Connecticut, but also almost certainly characteristic of most other early modern British colonies from Barbados north to Rhode Island and New Hampshire. Within the larger framework of American colonial life, then, not the Southern but the Northern colonies appear to have been distinctive, and even they seem to have been rapidly assimilating to the dominant cultural patterns by the last Colonial period.

- Q 16. The author is primarily concerned with
- (a) refuting a claim about the influence of Puritan culture on the early American South.
- (b) refuting a thesis about the distinctiveness of the culture of the early American South.
- (c) refuting the two premises that underlie Davis' discussion of the culture of the American South.
- (d) challenging the hypothesis that early American culture was homogeneous in nature.
- Q 17. The passage implies that the attitudes toward Native Americans that prevailed in the Southern colonies
- (a) were in conflict with the cosmopolitan outlook of the South.
- (b) derived from Southerners' strong interest in the law.

3.42 □ Reading Comprehension

- (a) premature practical application of social science advances.

(b) habitual reliance on the social sciences even where common sense would serve equally well.

(c) use of social science constructs by people who do not fully understand them.

(d) tendency on the part of social scientists to recast everyday truths in social science jargon.

Q 25. The author confronts the claim that the social sciences are being over-utilized with

- (a) proof that over-extensions of social science results are self-correcting.
 - (b) evidence that some public policy is made without any recourse to social science findings or theories.
 - (c) the observation that this practice represents the lesser of two evils under existing circumstances.
 - (d) the argument that over-utilization is by and large the exception rather than the rule.

PRACTICE EXERCISE 7

Direction for questions 1 to 15: Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Passage 1

Diamonds, an occasional component of rare igneous rocks called Lamproites and Kimberlites, have never been dated satisfactorily. However, some diamonds contain minute inclusions of silicate minerals, commonly olivine, pyroxene, and garnet. These minerals can be dated by radioactive decay techniques because of the very small quantities of radioactive trace elements they, in turn, contain. Usually, it is possible to conclude that the inclusions are older than their diamond hosts, but with little indication of the time interval involved. Sometimes, however, the crystal form of the silicate inclusions is observed to resemble more closely the internal structure of diamond than that of other silicate minerals. It is not known how rare this resemblance is, or whether it is most often seen in inclusions of silicates such as garnet, whose crystallography is generally somewhat similar to that of diamond; but when present, the resemblance is regarded as compelling evidence that the diamonds and inclusions are truly co-genetic.

- Q 1. The author implies that silicate inclusions were most often formed

 - (a) with small diamonds inside them.
 - (b) with trace elements derived from their host minerals.
 - (c) by the radioactive decay of rare igneous rocks.
 - (d) at the earlier period than were their host minerals.

Q 2. According to the passage, the age of silicate minerals included in diamonds can be determined due to a feature of the

- (a) trace elements in the diamond hosts.
 - (b) trace elements in the rock surrounding the diamonds.
 - (c) trace elements in the silicate minerals.
 - (d) silicate minerals' crystal structure.

- Q 3. The author states that which of the following generally has a crystal structure similar to that of diamond?

- Q 4. The main purpose of the passage is to

 - (a) explain why it has not been possible to determine the age of diamonds.
 - (b) explain how it might be possible to date some diamonds.
 - (c) compare two alternative approaches to determining the age of diamonds.
 - (d) compare a method of dating diamonds with a method used to date certain silicate minerals.

Passage 2

Discussion of the assimilation of Puerto Ricans in the United States has focused on two factors: social standing and the loss of national culture. In general, excessive stress is placed on one factor or the other, depending on whether the commentator is North American or Puerto Rican. Many North American social scientists, such as Oscar Handlin, Joseph Fitzpatrick, and Oscar Lewis, consider Puerto Ricans as the most recent in a long line of ethnic entrants to occupy the lowest rung on the social ladder. Such a "sociodemographic" approach tends to regard assimilation as a benign process, taking for granted increased economic advantage and inevitable cultural integration, in a supposedly egalitarian context. However, this approach fails to take into account the colonial nature of the Puerto Rican case, with this group, unlike their European

3.44 □ Reading Comprehension

predecessors, coming from a nation politically subordinated to the United States. Even the “radical” critiques of this mainstream research model, such as the critique developed in *Divided Society*, attach the issue of ethnic assimilation too mechanically to factors of economic and social mobility and are thus unable to illuminate the cultural subordination of Puerto Ricans as a colonial minority.

In contrast, the “colonialist” approach of island-based writers such as Eduardo Seda-Bonilla, Manuel Maldonado-Denis, and Luis Nieves-Falcon tends to view assimilation as the forced loss of national culture in an unequal contest with imposed foreign values. There is, of course, a strong tradition of cultural accommodation among other Puerto Rican thinkers. The writings of Eugenio Fernandez Mendez clearly exemplify this tradition, and many supporters of Puerto Rico’s commonwealth status share the same universalizing orientation. But the Puerto Rican intellectuals who have written most about the assimilation process in the United States all advance cultural nationalist views, advocating the preservation of minority cultural distinctions and rejecting what they see as the subjugation of colonial nationalities.

This cultural and political emphasis is appropriate, but the colonialist thinkers misdirect it, overlooking the class relations at work in both Puerto Rican and North American history. They pose the clash of national cultures as an absolute polarity, with each culture understood as static and undifferentiated. Yet both the Puerto Rican and North American traditions have been subjected to constant challenge from cultural forces within their own societies, forces that may move toward each other in ways that cannot be written off as mere “assimilation”. Consider, for example, the indigenous and Afro-Caribbean traditions in Puerto Rican culture and how they influence and are influenced by other Caribbean cultures and Black cultures in the United States. The elements of coercion and inequality, so central to cultural contact according to the colonialist framework play no role in this kind of convergence of racially and ethnically different elements of the same social class.

Q 5. The author’s main purpose is to

- (a) criticize the emphasis on social standing in discussions of the assimilation of Puerto Ricans in the United States.
- (b) support the thesis that assimilation has not been a benign process for Puerto Ricans.
- (c) defend a view of the assimilation of Puerto Ricans that emphasizes the preservation of national culture.
- (d) indicate deficiencies in two schools of thought on the assimilation of Puerto Ricans in the United States.

Q 6. According to the passage, cultural accommodation is promoted by

- (a) many supporters of Puerto Rico’s commonwealth status.
- (b) Manuel Maldonado-Denis.
- (c) the author of *Divided Society*.
- (d) the majority of social scientists writing on immigration.

Q 7. It can be inferred from the passage that a writer such as Eugenio Fernandez Mendez would most likely agree with which of the following statements concerning members of minority ethnic groups?

- (a) The members of such groups generally encounter a culture that is static and undifferentiated.
- (b) It is necessary for the members of such groups to adapt to the culture of the majority.
- (c) Social mobility is the most important feature of the experience of members of such groups.
- (d) Social scientists should emphasize the cultural and political aspects of the experience of members of such groups.

Q 8. The author implies that the Puerto Rican writers who have written most about assimilation do not do which of the following?

- (a) Regard assimilation as benign.
- (b) Resist cultural integration.
- (c) Describe in detail the process of assimilation.
- (d) Take into account the colonial nature of the Puerto Rican case.

Q 9. It can be inferred from the passage that the “colonialist” approach is so-called because its practitioners

- (a) support Puerto Rico’s commonwealth status.
- (b) have a strong tradition of cultural accommodation.
- (c) pose the clash of national cultures as an absolute polarity in which each culture is understood as static and undifferentiated.
- (d) regard the political relation of Puerto Rico to the United States as a significant factor in the experience of Puerto Ricans.

Q 10. The author regards the emphasis by island-based writers on the cultural and political dimensions of assimilation as:

- (a) Ironic
- (b) Dangerous
- (c) Fitting but misdirected
- (d) Illuminating but easily

Q 11. The example discussed in last paragraph is intended by the author to illustrate a

- (a) strength of a socio-demographic approach.
- (b) strength of the “colonists” approach.
- (c) weakness of the socio-demographic approach.
- (d) weakness of the “colonists” approach.

Passage 3

A serious critic has to comprehend the particular content, unique structure, and special meaning of a work of art. And here she faces a dilemma. The critic must recognize the artistic element of uniqueness that requires subjective reaction; yet she must not be unduly prejudiced by such reactions. Her likes and dislikes are less important than what the work itself communicates, and her preferences may blind her to certain qualities of the work and thereby prevent an adequate understanding of it. Hence, it is necessary that a critic develop a sensibility informed by familiarity with the history of art and aesthetic theory. On the other hand, it is insufficient to treat the artwork solely historically, in relation to a fixed set of ideas or values. The critic’s knowledge and training are, rather, a preparation of the cognitive and emotional abilities needed for an adequate personal response to an artwork’s own particular qualities.

Q 12. According to the author, a serious art critic may

avoid being prejudiced by her subjective reactions if she

- (a) treats an artwork in relation to a fixed set of ideas and values.

- (b) brings to her observation a knowledge of art history and aesthetic theory.

- (c) allows more time for the observation of each artwork.
- (d) takes into account the preferences of other art critics.

Q 13. The author implies that it is insufficient to treat a work of art solely historically because

- (a) doing so would lead the critic into a dilemma.
- (b) doing so can blind the critic to some of the artwork’s unique qualities.
- (c) doing so can insulate the critic from personally held beliefs.
- (d) subjective reactions can produce a biased response.

Q 14. The passage suggests that the author would be most likely to agree with which of the following statements?

- (a) Art speaks to the passions as well as to the intellect.
- (b) Most works of art express unconscious wishes or desires.
- (c) The best art is accessible to the greatest number of people.
- (d) The art produced in the last few decades is of inferior quality.

Q 15. The author’s argument is developed primarily by the use of

- (a) an attack on sentimentality.
- (b) an example of successful art criticism.
- (c) a critique of artists training.
- (d) a warning against extremes in art criticism.

PRACTICE EXERCISE 8

Direction for questions 1 to 21: *Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

Passage 1

Ragtime is musical form that synthesizes folk melodies and musical techniques into a brief quadrille-like structure, designed to be played – exactly as written – on the piano. A strong analogy exists between European composers like Ralph Vaughan Williams, Edvard Grieg, and Anton Dvorak who combined folk tunes and their own original materials in larger compositions and the pioneer ragtime composers in the United States. Composers like Scott Joplin and James Scott were in a sense collectors or musicologists, collecting dance

and folk music in Black communities and consciously shaping it into brief suites or anthologies called piano rags. It has sometimes been charged that ragtime is mechanical. For instance, Wilfred Mellers comments, “rags were transferred to the pianola roll and, even if not played by a machine, should be played like a machine, with meticulous precision.” However, there is no reason to assume that ragtime is inherently mechanical simply because commercial manufacturers applied a mechanical recording method to ragtime, the only way to record pianos at that date. Ragtime’s is not a mechanical precision, and it is not precision limited to the style of performance. It arises from ragtime’s following a well-defined form and obeying simple rules within that form. The classic formula for the piano rag disposes three to five themes in sixteen-bar strains, often organized with repeats. The rag opens with a bright, memorable strain or theme, followed by a similar theme, leading

3.46 □ Reading Comprehension

to a trio of marked lyrical character, with the structure concluded by a lyrical strain that parallels the rhythmic developments of the earlier themes. The aim of the structure is to rise from one theme to another in a stair-step manner, ending on a note of triumph or exhilaration. Typically, each strain is divided into two 8-bar segments that are essentially alike, so the rhythmic-melodic unit of ragtime is only eight bars of 2/4 measure. Therefore, themes must be brief with clear, sharp melodic figures. Not concerned with development of musical themes, the ragtime composer instead sets a theme down intact, in finished form, and links it to various related themes. Tension in ragtime compositions arises from a polarity between two basic ingredients: a continuous bass—called by jazz musicians a boom-chick bass—in the pianist's left hand, and its melodic, syncopated counterpart in the right hand. Ragtime remains distinct from jazz both as an instrumental style and as a genre. Ragtime style stresses a pattern of repeated rhythms, not the constant inventions and variations of jazz. As a genre, ragtime requires strict attention to structure, not inventiveness or virtuosity. It exists as a tradition, a set of conventions, a body of written scores, separate from the individual players associated with it. In this sense ragtime is more akin to folk music of the nineteenth century than to jazz.

Q 1. Which of the following best describes the main purpose of the passage?

- (a) To contrast ragtime music and jazz.
- (b) To acknowledge and counter significant adverse criticisms of ragtime music.
- (c) To define ragtime music as an art form and describe its structural characteristics.
- (d) To review the history of ragtime music and analyze ragtime's effect on listeners.

Q 2. According to the passage, each of the following is a characteristic of ragtime compositions that follow the classic ragtime formula EXCEPT

- (a) well-defined melodic figures.
- (b) rising rhythmic-melodic intensity.
- (c) a bass line distinct from the melodic line.
- (d) full development of musical themes.

Q 3. According to the passage, Ralph Vaughan Williams, Anton Dvorak, and Scott Joplin are similar in that they all

- (a) conducted research into musicological history.
- (b) wrote original compositions based on folk tunes.
- (c) collected and recorded abbreviated piano suites.
- (d) created intricate sonata-like musical structures.

Q 4. The author rejects the argument that ragtime is a mechanical music because that argument

- (a) overlooks the precision required of the ragtime player.
- (b) does not accurately describe the sound of ragtime pianola music.
- (c) confuses the means of recording and the essential character of the music.
- (d) exaggerates the influence of the performance style of professional ragtime players on the reputation of the genre.

Q 5. It can be inferred that the author of the passage believes that the most important feature of ragtime music is its:

- (a) Commercial success
- (b) Formal structure
- (c) Emotional range
- (d) Improvisational opportunities

Q 6. It can be inferred from the passage that the essential nature of ragtime has been obscured by commentaries based on

- (a) the way ragtime music was first recorded.
- (b) interpretations of ragtime by jazz musicians.
- (c) the dance fashions that were contemporary with ragtime.
- (d) early reviewers' accounts of characteristic structure.

Q 7. Which of the following is most nearly analogous in source and artistic character to a ragtime composition as described in the passage?

- (a) Symphonic music derived from complex jazz motifs.
- (b) An experimental novel based on well-known cartoon characters.
- (c) A dramatic production in which actors invent scenes and improvise lines.
- (d) A ballet whose disciplined choreography is based on folk-dance steps.

Passage 3

The term “Ice Age” may give a wrong impression. The epoch that geologists know as the Pleistocene and that spanned the 1.5 to 2.0 million years prior to the current geologic epoch was not one long continuous glaciations, but a period of oscillating climate with ice advances punctuated by times of interglacial climate not very different from the climate experienced now. Ice sheets that derived from an ice cap centered on northern Scandinavia reached southward to Central Europe. And Beyond the margins of the ice sheets, climatic oscillations affected most of the rest of the

world; for example, in the deserts, periods of wetter conditions (pluvials) contrasted with drier, interpluvial periods. Although the time involved is so short, about 0.04 per cent of the total age of the Earth, the amount of attention devoted to the Pleistocene has been incredibly large, probably because of its immediacy, and because the epoch largely coincides with the appearance on Earth of humans and their immediate ancestors. There is no reliable way of dating much of the Ice Age. Geological dates are usually obtained by using the rates of decay of various radioactive elements found in minerals. Some of these rates are suitable for very old rocks but involve increasing errors when used for young rocks; others are suitable for every young rocks and errors increase rapidly in older rocks. Most of the Ice Age spans a period of time for which no element has an appropriate decay rate. Nevertheless, researchers of the Pleistocene epoch have developed all sorts of more or less fanciful model schemes of how they would have arranged the Ice Age had they been in charge of events. For example, an early classification of Alpine glaciations suggested the existence there of four glaciations, named the Gunz, Mindel, Riss, and Wurm. This succession was based primarily on a series of deposits and events not directly related to glacial and interglacial periods, rather than on the more usual modern method of studying biological remains found in interglacial beds themselves interstratified within glacial deposits. Yet this succession was forced willy-nilly onto the glaciated parts of Northern Europe, where there are partial successions of true glacial ground moraines and interglacial deposits, with hopes of ultimately piecing them together to provide a complete Pleistocene succession. Eradication of the Alpine nomenclature is still proving a Herculean task. There is no conclusive evidence about the relative length, complexity, and temperatures of the various glacial and interglacial periods. We do not know whether we live in a postglacial period or an interglacial period. The chill truth seems to be that we are already past the optimum climate of postglacial time. Studies of certain fossil distributions and of the pollen of certain temperate plants suggest decreases of a degree or two in both summer and winter temperatures and, therefore, that we may be in the declining climatic phase leading to glaciations and extinction.

- Q 8. In the passage, the author is primarily concerned with
- searching for an accurate method of dating the Pleistocene epoch.
 - discussing problems involved in providing an accurate picture of the Pleistocene epoch.

- declaring opposition to the use of the term "Ice Age" for the Pleistocene epoch.
- criticizing fanciful schemes about what happened in the Pleistocene epoch.

Q 9. The "wrong impression" mentioned in the opening line, to which the author refers, is the idea that the

- climate of the Pleistocene epoch was not very different from the climate we are now experiencing.
- climate of the Pleistocene epoch was composed of periods of violent storms.
- Pleistocene epoch consisted of very wet, cold periods mixed with very dry, hot periods.
- Pleistocene epoch comprised one period of continuous glaciations during which Northern Europe was covered with ice sheets.

Q 10. According to the passage, one of the reasons for the deficiencies of the "early classification of Alpine glaciations", is that it was

- derived from evidence that was only tangentially related to times of actual glaciations.
- based primarily on fossil remains rather than on actual living organisms.
- an abstract, imaginative scheme of how the period might have been structured.
- based on unmethodical examinations of randomly chosen glacial biological remains.

Q 11. Which of the following does the passage imply about the "early classification of Alpine glaciations"?

- It should not have been applied as widely as it was.
- It represents the best possible scientific practice, given the tools available at the time.
- It was a valuable tool, in its time, for measuring the length of the four periods of glaciations.
- It could be useful, but only as a general guide to the events of the Pleistocene epoch.

Q 12. It can be inferred from the passage that an important result of producing an accurate chronology of events of the Pleistocene epoch would be a

- clearer idea of the origin of the Earth.
- clearer picture of the Earth during the time that humans developed.
- clearer understanding of the reasons for the existence of deserts.
- more detailed understanding of how radioactive dating of minerals works.

Q 13. The author refers to deserts primarily in order to

- illustrate the idea that an interglacial climate is marked by oscillations of wet and dry periods.

3.48 □ Reading Comprehension

- (b) illustrate the idea that what happened in the deserts during the Ice Age had far-reaching effects even on the ice sheets of Central and Northern Europe.
 - (c) illustrate the idea that the effects of the Ice Age's climatic variations extended beyond the areas of ice.
 - (d) support the view that during the Ice Age sheets of ice covered some of the deserts of the world.
- Q 14. The author would regard the idea that we are living in an interglacial period as
- (a) Unimportant
 - (b) Unscientific
 - (c) Self-evident
 - (d) Plausible

Passage 4

Imagine for a moment that you are the manager of a day-care center. You have a clearly stated policy that children are supposed to be picked up by 4 p.m. But very often parents are late. The result: at day's end, you have some anxious children and at least one teacher who must wait around for the parents to arrive. What to do? A pair of economists who heard of this dilemma—it turned out to be a rather common one—offered a solution: fine the tardy parents. Why, after all, should the day-care center take care of these kids for free? The economists decided to test their solution by conducting a study of ten day-care centers in Haifa, Israel. The study lasted twenty weeks, but the fine was not introduced immediately. For the first four weeks, the economists simply kept track of the number of parents who came late; there were, on average, eight late pickups per week per day-care center. In the fifth week, the fine was enacted. It was announced that any parent arriving more than ten minutes late would pay \$3 per child for each incident. The fee would be added to the parents' monthly bill, which was roughly \$380. After the fine was enacted, the number of late pickups promptly went up. Before long there were twenty late pickups per week, more than double the original average. The incentive had plainly backfired. Economics is, at root, the study of incentives: how people get what they want, or need, especially when other people want or need the same thing.

Economists love incentives. They love to dream them up and enact them, study them and tinker with them. The typical economist believes the world has not yet invented a problem that he cannot fix if given a free hand to design the proper incentive scheme. His solution may not always be pretty—it may involve

coercion or exorbitant penalties or the violation of civil liberties – but the original problem, rest assured, will be fixed. An incentive is a bullet, a lever, a key: an often tiny object with astonishing power to change a situation. We all learn to respond to incentives, negative and positive, from the outset of life. If you toddle over to the hot stove and touch it, you burn a finger. But if you bring home straight A's from school, you get a new bike. If you break curfew, you get grounded. But if you ace your SATs, you get to go to a good college. If you flunk out of law school, you have to go to work at your father's insurance company. But if you perform so well that a rival company comes calling, you become a vice-president and no longer have to work for your father. If you become so excited about your new vice-president job that you drive home at eighty mph, you get pulled over by the police and fined \$100. But if you hit your sales projections and collect a year-end bonus, you not only aren't worried about the \$100 ticket but can also afford to buy that Viking range you've always wanted—and on which your toddler can now burn her own finger. An incentive is simply a means of urging people to do more of a good thing and less of a bad thing.

- Q 15. What is primary function of the second paragraph?
- (a) To show the ubiquity of incentives in Economics and beyond.
 - (b) To argue against the relevance of incentives in Economics.
 - (c) To moot the ineptitude of the traditional economists.
 - (d) To illustrate the problem solving ability of the Economics.
- Q 16. What does the author believe about the role played by the typical economists?
- (a) Their incentive schemes fail to solve the real problems.
 - (b) They are involved in coercion and violation of civil liberties.
 - (c) They wield astonishing power to change a situation.
 - (d) In their zealousness to solve the main problem, they may create more problems.
- Q 17. Why does the author mention the day-care center case in the first paragraph?
- (a) To prove the futility of financial incentive in economics.
 - (b) To discuss a dilemma faced by a pair of economists.
 - (c) To illustrate the primary goal of Economics.
 - (d) To illustrate the role of incentives in Economics.

- Q 18. What was the assumption of the economists mentioned in the first paragraph who proposed to fine the tardy parents?
- Imposing fine is the best possible way to modify the behaviour of late coming parents.
 - Imposing fine would be profitable for the business in the long run.
 - Not fining the parents would ruin the day-center business.
 - Imposing fine can be a powerful economic incentive.

Passage 5

The dark regions in the starry night sky are not pockets in the universe that are devoid of stars as had long been thought. Rather, they are dark because of interstellar dust that hides the stars behind it. Although its visual effect is so pronounced, dust is only a minor constituent of the material, extremely low in density, that lies between the stars. Dust accounts for about one per cent of the total mass of interstellar matter. The rest is hydrogen and helium gas, with small amounts of other elements. The interstellar material, rather like terrestrial clouds, comes in all shapes and sizes. The average density of interstellar material in the vicinity of our Sun is 1,000 to 10,000 times less than the best terrestrial laboratory vacuum. It is only because of the enormous interstellar distances that so little material per unit of volume becomes so significant. Optical astronomy is most directly affected, for although interstellar gas is perfectly transparent, the dust is not.

- Q 19. According to the passage, which of the following is a direct perceptual consequence of interstellar dust?
- Some stars are rendered invisible to observers on Earth.
 - Many visible stars are made to seem brighter than they really are.
 - The presence of hydrogen and helium gas is revealed.
 - The night sky appears dusty at all times to observers on Earth.
- Q 20. It can be inferred from the passage that the density of interstellar material is
- higher where distances between the stars are shorter.
 - equal to that of interstellar dust.
 - unusually low in the vicinity of our Sun.
 - not homogeneous throughout interstellar space.
- Q 21. It can be inferred from the passage that it is because space is so vast that
- little of the interstellar material in it seems substantial.
 - normal units of volume seem futile for measurements of density.
 - stars can be far enough from Earth to be obscured even by very sparsely distributed matter.
 - interstellar gases can, for all practical purposes, be regarded as transparent.

PRACTICE EXERCISE 9

Direction for questions: *Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

Passage 1

Whether the languages of the ancient American peoples were used for expressing abstract universal concepts can be clearly answered in the case of Nahuatl. Nahuatl, like Greek and German, is a language that allows the formation of extensive compounds. By the combination of radicals or semantic elements, single compound words can express complex conceptual relations, often of an abstract universal character. The *tlamatinime* ("those who know") were able to use this rich stock of abstract terms to express the nuances of their thought. They

also availed themselves of other forms of expression with metaphorical meaning, some probably original, some derived from Toltec coinages. Of these forms the most characteristic in Nahuatl is the juxtaposition of two words that, because they are synonyms, associated terms, or even contraries, complement each other to evoke one single idea. Used as metaphor, the juxtaposed terms connote specific or essential traits of the being they refer to, introducing a mode of poetry as an almost habitual form of expression.

- Q 1. A main purpose of the passage is to
- delineate the function of the *tlamatinime* in Nahuatl society.
 - explain the abstract philosophy of the Nahuatl thinkers.
 - argue against a theory of poetic expression by citing evidence about the Nahuatl.

3.50 □ Reading Comprehension

- (d) describe some conceptual and aesthetic resources of the Nahuatl language.

- Q 2. According to the passage, some abstract universal ideas can be expressed in Nahuatl by
- (a) putting various meaningful elements together in one word.
 - (b) removing a word from its associations with other words.
 - (c) giving a word a new and opposite meaning.
 - (d) turning each word of a phrase into a poetic metaphor.

- Q 3. It can be inferred solely from the information in the passage that
- (a) there are many languages that, like Greek or German, allow extensive compounding.
 - (b) all abstract universal ideas are ideas of complex relations.
 - (c) some record or evidence of the thought of the *tlamatinime* exists.
 - (d) metaphors are always used in Nahuatl to express abstract conceptual relationships.

Passage 2

Many theories have been formulated to explain the role of grazers such as zooplankton in controlling the amount of planktonic algae (phytoplankton) in lakes. The first theories of such grazer control were merely based on observations of negative correlations between algal and zooplankton numbers. A low number of algal cells in the presence of a high number of grazers suggested, but did not prove, that the grazers had removed most of the algae. The converse observation, of the absence of grazers in areas of high phytoplankton concentration, led Hardy to propose his principle of animal exclusion, which hypothesized that phytoplankton produced a repellent that excluded grazers from regions of high phytoplankton concentration. This was the first suggestion of algal defences against grazing.

Perhaps the fact that many of these first studies considered only algae of a size that could be collected in a net (net phytoplankton), a practice that overlooked the smaller phytoplankton (nanoplankton) that we now know grazers are most likely to feed on, led to a de-emphasis of the role of grazers in subsequent research. Increasingly, as in the individual studies of Lund, Round, and Reynolds, researchers began to stress the importance of environmental factors such as temperature, light, and water movements in controlling algal numbers. These environmental factors were amenable to field monitoring and to simulation in the laboratory. Grazing was believed to have some effect on algal numbers, especially after

phytoplankton growth rates declined at the end of bloom periods, but grazing was considered a minor component of models that predicted algal population dynamics.

The potential magnitude of grazing pressure on freshwater phytoplankton has only recently been determined empirically. Studies by Hargrave and Geen estimated natural community grazing rates by measuring feeding rates of individual zooplankton species in the laboratory and then computing community grazing rates for field conditions using the known population density of grazers. The high estimates of grazing pressure postulated by these researchers were not fully accepted, however, until the grazing rates of zooplankton were determined directly in the field, by means of new experimental techniques. Using a specially prepared feeding chamber, Haney was able to record zooplankton grazing rates in natural field conditions. In the periods of peak zooplankton abundance, that is, in the late spring and in the summer, Haney recorded maximum daily community grazing rates, for nutrient-poor lakes and bog lakes, respectively, of 6.6 per cent and 114 per cent of daily phytoplankton production. Cladocerans had higher grazing rates than copepods, usually accounting for 80 per cent of the community grazing rate. These rates varied seasonally, reaching the lowest point in the winter and early spring. Haney's thorough research provides convincing field evidence that grazers can exert significant pressure on phytoplankton population.

- Q 4. The author most likely mentions Hardy's principle of animal exclusion in order to
- (a) give an example of one theory about the interaction of grazers and phytoplankton.
 - (b) defend the first theory of algal defenses against grazing.
 - (c) support the contention that phytoplankton numbers are controlled primarily by environmental factors.
 - (d) demonstrate the superiority of laboratory studies of zooplankton feeding rates to other kinds of studies of such rates.

- Q 5. It can be inferred from the passage that the —first theories of grazer control mentioned in the first paragraph would have been more convincing if researchers had been able to
- (a) observe high phytoplankton numbers under natural lake conditions.
 - (b) discover negative correlations between algae and zooplankton numbers from their field research.
 - (c) understand the central importance of environmental factors in controlling the growth rates of phytoplankton.

- (d) make verifiable correlations of cause and effect between zooplankton and phytoplankton numbers.
- Q 6. Which of the following, if true, would call into question Hardy's principle of animal exclusion?
- Zooplankton are not the only organisms that are affected by phytoplankton repellents.
 - Zooplankton exclusion is unrelated to phytoplankton population density.
 - Zooplankton population density is higher during some parts of the year than during others.
 - Net phytoplankton are more likely to exclude zooplankton than are nanoplankton.
- Q 7. It can be inferred from the passage that one way in which many of the early researchers on grazer control could have improved their data would have been to
- emphasize the effect.
 - disregard nanoplankton in their analysis of phytoplankton numbers.
 - collect phytoplankton of all sizes before analyzing the extent of phytoplankton concentration.
 - recognize that phytoplankton other than net phytoplankton could be collected in a net.
- Q 8. According to the passage, Hargrave and Geen did which of the following in their experiments?
- They estimated the natural community grazing rates of zooplankton by using laboratory data concerning the grazing rates of individual zooplankton species.
 - The hypothesized about the population density of grazers in natural habitats by using data concerning the population density of grazers in the laboratory.
 - They estimated the community grazing rates of zooplankton in the laboratory by using data concerning the natural community grazing rates of zooplankton.
 - They estimated the natural community grazing rates of zooplankton by using data concerning the known population density of phytoplankton.
- Q 9. The author would be likely to agree with which of the following statements regarding the pressure of grazers on phytoplankton numbers?
- I. Grazing pressure can vary according to the individual type of zooplankton.
 - II. Grazing pressure can be lower in nutrient-poor lakes than in bog lakes.
- III. Grazing tends to exert about the same pressure as does temperature.
- I only
 - III only
 - I and II only
 - I, II, and III
- Q 10. The passage supplies information to indicate that Hargrave and Green's conclusion regarding the grazing pressure exerted by zooplankton on phytoplankton numbers was most similar to the conclusion regarding grazing pressure reached by which of the following researchers?
- Hardy
 - Haney
 - Lund
 - Round
- Q 11. Which of the following is a true statement about the zooplankton numbers and zooplankton grazing rates observed in Haney's experiments?
- While zooplankton numbers began to decline in August, zooplankton grazing rates began to increase.
 - Although zooplankton numbers were high in May, grazing rates did not become high until January.
 - Both zooplankton numbers and grazing rates were higher in December than in November.
 - Both zooplankton numbers and grazing rates were lower in March than in June.

Passage 3

Hydrogeology is a science dealing with the properties, distribution, and circulation of water on the surface of the land, in the soil and underlying rocks, and in the atmosphere. The hydrologic cycle, a major topic in this science, is the complete cycle of phenomena through which water passes, beginning as atmospheric water vapour, passing into liquid and solid form as precipitation, thence along and into the ground surface, and finally again returning to the form of atmospheric water vapour by means of evaporation and transpiration.

The term "Geo-hydrology" is sometimes erroneously used as a synonym for "hydrogeology." Geo-hydrology is concerned with underground water. There are many formations that contain water but are not part of the hydrologic cycle because of geologic changes that have isolated them underground. These systems are properly termed as geohydrologic but not hydrogeologic. Only when a system possesses natural or artificial boundaries that associate the water within it with the hydrologic cycle may the entire system properly be termed hydrogeologic.

- Q12. The author's primary purpose is most probably to:
- Present a hypothesis
 - Refute an argument

3.52 □ Reading Comprehension

- (c) Correct a misconception
 - (d) Predict an occurrence
- Q 13. It can be inferred that which of the following is most likely to be the subject of study by a geohydrologist?
- (a) Soft, porous rock being worn away by a waterfall.
 - (b) Water depositing minerals on the banks of a gorge through which the water runs.
 - (c) The trapping of water in a sealed underground rock cavern through the action of an earthquake.
 - (d) Water becoming unfit to drink through the release of pollutants into it from a manufacturing plant.
- Q 14. The author refers to “many formations”, primarily in order to:
- (a) Clarify a distinction
 - (b) Introduce a subject
 - (c) Draw an analogy
 - (d) Emphasize a similarity

Passage 4

The historian Frederick J. Turner wrote in the 1890’s that the agrarian discontent that had been developing steadily in the United States since about 1870 had been precipitated by the closing of the internal frontier—that is, the depletion of available new land needed for further expansion of the American farming system. Not only was Turner’s thesis influential at the time, it was later adopted and elaborated by other scholars, such as John D. Hicks in *The Populist Revolt* (1931). Actually, however, new lands were taken up for farming in the United States throughout and beyond the nineteenth century. In the 1890’s, when agrarian discontent had become most acute, 1,100,000 new farms were settled, which was 500,000 more than had been settled during the previous decade. After 1890, under the terms of the Homestead Act and its successors, more new land was taken up for farming than had been taken up for this purpose in the United States up until that time. It is true that a high proportion of the newly farmed land was suitable only for grazing and dry farming, but agricultural practices had become sufficiently advanced to make it possible to increase the profitability of farming by utilizing even these relatively barren lands.

The emphasis given by both scholars and statesmen to the presumed disappearance of the American frontier helped to obscure the great importance of changes in the conditions and consequences of international trade that occurred during the second half of the nineteenth century. In 1869 the Suez Canal was opened and the first transcontinental rail-road in the United States

was completed. An extensive network of telegraph and telephone communications was spun: Europe was connected by submarine cable with the United States in 1866 and with South America in 1874. By about 1870 improvements in agricultural technology made possible the full exploitation of areas that were most suitable for extensive farming on a mechanized basis. Huge tracts of land were being settled and farmed in Argentina, Australia, Canada, and in the American West, and these areas were joined with one another and with the countries of Europe into an interdependent market system. As a consequence, agrarian depressions no longer were local or national in scope, and they struck several nations whose internal frontiers had not vanished or were not about to vanish. Between the early 1870’s and the 1890’s, the mounting agrarian discontent in America paralleled the almost uninterrupted decline in the prices of American agricultural products on foreign markets. Those staple-growing farmers in the United States who exhibited the greatest discontent were those who had become most dependent on foreign markets for the sale of their products. Insofar as Americans had been deterred from taking up new land for farming, it was because market conditions had made this period a perilous time in which to do so.

- Q 15. The author is primarily concerned with
- (a) showing that a certain interpretation is better supported by the evidence than is an alternative explanation.
 - (b) developing an alternative interpretation by using sources of evidence that formerly had been unavailable.
 - (c) questioning the accuracy of the evidence that most scholars have used to counter the author’s own interpretation.
 - (d) reviewing the evidence that formerly had been thought to obscure a valid interpretation.
- Q 16. According to the author, changes in the conditions of international trade resulted in an
- (a) underestimation of the amount of new land that was being farmed in the United States.
 - (b) underutilization of relatively small but rich plots of land.
 - (c) overexpansion of the world transportation network for shipping agricultural products.
 - (d) extension of agrarian depressions beyond national boundaries.
- Q 17. The author implies that the change in the state of the American farmer’s morale during the latter part of the nineteenth century was traceable to the American farmer’s increasing perception that the

- (a) proceeds from the sales of American agricultural products on foreign markets were unsatisfactory.
- (b) development of the first transcontinental railroad in the United States occurred at the expense of the American farmer.
- (c) American farming system was about to run out of the new farmland that was required for its expansion.
- (d) prices of American agricultural products were deteriorating especially rapidly on domestic markets.
- Q 18. According to the passage, which of the following occurred prior to 1890?
- (a) Frederick J. Turner's thesis regarding the American frontier became influential.
- (b) The Homestead Act led to an increase in the amount of newly farmed land in the United States.
- (c) Technological advances made it fruitful to farm extensively on a mechanized basis.
- (d) Direct lines of communication were constructed between the United States and South America.
- Q 19. The author implies that after certain territories and countries had been joined into an interdependent market system in the nineteenth century, agrarian depressions within that system
- (a) spread to several nations, excluding those in which the internal frontier remained open.
- (b) manifested themselves in several nations, including those in which new land remained available for farming.
- (c) slowed down the pace of new technological developments in international communications and transportation.
- (d) affected the local and national prices of the non-agricultural products of several nations.
- Q 20. The author provides information concerning newly farmed lands in the United States as evidence in direct support of which of the following?
- (a) A proposal by Frederick J. Turner that was later disputed by John D. Hicks.
- (b) An elaboration by John D. Hicks of a thesis that formerly had been questioned by Frederick J. Turner.
- (c) The view that the American frontier did not become closed during the nineteenth century or soon thereafter.
- (d) The thesis that important changes occurred in the nature of international trade during the second half of the nineteenth century.
- Q 21. The author implies that the cause of the agrarian discontent was
- (a) masked by the vagueness of the official records on newly settled farms.
- (b) overshadowed by disputes on the reliability of the existing historical evidence.
- (c) misidentified as a result of influential but erroneous theorizing.
- (d) overlooked because of a preoccupation with market conditions.
- Q 22. The author's argument implies that compared to the yearly price changes that actually occurred on foreign agricultural markets during the 1880's, American farmers would have most preferred yearly price changes that were
- (a) much smaller and in the same direction.
- (b) much smaller but in the opposite direction.
- (c) slightly smaller and in the same direction.
- (d) similar in size but in the opposite direction.

ANSWERS

PRACTICE EXERCISE 1

Q. No.	Answer						
1	(b)	2	(a)	3	(c)	4	(b)
5	(b)	6	(a)	7	(d)	8	(d)
9	(b)	10	(b)	11	(b)	12	(a)
13	(c)	14	(b)	15	(a)	16	(b)
17	(c)	18	(a)	19	(d)	20	(a)
21	(d)	22	(b)	23	(a)	24	(d)
25	(c)						

PRACTICE EXERCISE 2

Q. No.	Answer						
1	(a)	2	(c)	3	(c)	4	(d)
5	(c)	6	(b)	7	(a)	8	(b)
9	(c)	10	(d)	11	(b)	12	(b)
13	(a)	14	(b)	15	(d)	16	(d)
17	(b)	18	(a)	19	(c)	20	(c)
21	(a)	22	(c)	23	(d)		

PRACTICE EXERCISE 3

Q. No.	Answer						
1	(d)	2	(b)	3	(c)	4	(a)
5	(c)	6	(a)	7	(d)	8	(a)
9	(b)	10	(d)	11	(b)	12	(a)
13	(c)	14	(a)	15	(b)	16	(b)
17	(a)	18	(c)	19	(b)	20	(d)
21	(d)	22	(a)	23	(d)	24	(c)
25	(b)						

PRACTICE EXERCISE 4

Q. No.	Answer						
1	(b)	2	(a)	3	(b)	4	(b)
5	(b)	6	(c)	7	(c)	8	(a)
9	(a)	10	(b)	11	(b)	12	(d)
13	(a)	14	(d)	15	(c)	16	(d)
17	(a)	18	(b)	19	(b)	20	(c)

PRACTICE EXERCISE 5

Q. No.	Answer						
1	(b)	2	(d)	3	(a)	4	(c)
5	(b)	6	(a)	7	(d)	8	(c)
9	(a)	10	(b)	11	(c)	12	(b)
13	(b)	14	(d)	15	(c)	16	(a)
17	(d)	18	(b)	19	(c)	20	(c)
21	(a)	22	(d)				

PRACTICE EXERCISE 6

Q. No.	Answer						
1	(a)	2	(d)	3	(d)	4	(b)
5	(b)	6	(b)	7	(c)	8	(a)
9	(b)	10	(c)	11	(b)	12	(d)
13	(c)	14	(a)	15	(b)	16	(b)
17	(d)	18	(a)	19	(d)	20	(c)
21	(b)	22	(d)	23	(b)	24	(a)
25	(c)						

PRACTICE EXERCISE 7

Q. No.	Answer						
1	(d)	2	(c)	3	(a)	4	(b)
5	(d)	6	(a)	7	(b)	8	(a)
9	(d)	10	(c)	11	(d)	12	(b)
13	(b)	14	(a)	15	(d)		

PRACTICE EXERCISE 8

Q. No.	Answer						
1	(c)	2	(d)	3	(b)	4	(c)
5	(b)	6	(a)	7	(d)	8	(b)
9	(d)	10	(a)	11	(a)	12	(b)
13	(c)	14	(d)	15	(a)	16	(d)
17	(d)	18	(a)	19	(a)	20	(d)
21	(c)						

PRACTICE EXERCISE 9

Q. No.	Answer						
1	(d)	2	(a)	3	(c)	4	(a)
5	(d)	6	(b)	7	(c)	8	(a)
9	(c)	10	(b)	11	(d)	12	(c)
13	(c)	14	(a)	15	(a)	16	(d)
17	(a)	18	(c)	19	(b)	20	(c)
21	(c)	22	(d)				

HINTS AND EXPLANATIONS**Practice Exercise 1**

- (b) Author considers the contentions made by the recent historians discussed in the passage to be partially justified, as it is given in the passage that looking at the rebel side, we find little evidence for the contention that lower-class rebels were in conflict with the upper-class rebels. All other options are incorrect as they are not related to the passage above. Hence, the answer is option B.
- (a) The author most likely refers to “historians such as Beard and Becker” in order to point out historians whose views of history anticipated some of the views of the recent historians mentioned in the passage which is option A and is direct from the passage. So, no need to see all other options. Hence, the answer is option A.
- (c) The answer is option C, as Loyalism, thus, operated as a safety valve to remove socio-economic discontent that exists among the rebels is given in the passage which is related to absorbing members of socio-economic groups on the rebel side who felt themselves in contention with members of other socio-economic groups. Option A is incorrect, as eliminating the disputes ... is not mentioned in the passage. Similarly, options B and D are incorrect as per the passage given. Hence, the answer is option C.
- (b) Information I and IV is not mentioned in the passage but II and III is present. So, option B is correct, rest all are incorrect. Hence, the answer is option B.
- (b) Here option B is correct, as it given that identifying a person as a member of the rebel or of the Loyalist side does necessarily reveal that person’s particular socio-economic class which is true as per the passage. Whereas, option A is incorrect as the content in it is not related to passage. Similarly, options C and D are incorrect. Hence, the answer is option B.
- (a) The author suggests the governments inadequately represented the interests of people in western regions as a representative of colonial or state governments in America from 1763 to 1789 which is option A. Option B is incorrect, as it is not mentioned in the passage. Similarly, options C and D are incorrect. Hence, the answer is option A.
- (d) The answer is option D, as it is mentioned about the sectional conflicts in America between 1763 and 1789. Whereas, options A, B and C are incorrect. Hence, the answer is option D.
- (d) According to the first sentence, the first part of the novel tends to confirm the “romantic” reading more strongly than the second. Therefore, option D is correct are incorrect, as nothing in the passage suggests that critics have paid more attention to the second part, that the two parts have little relation, or that the second part is better. Hence, the answer is option D.
- (b) The fourth sentence implies that James represents a very high degree of authorial awareness of novelistic construction and that no such claim is necessarily being made for Bronte. Thus, option B is correct. Option A is incorrect, since the passage does not imply that there are particular difficulties that James understood uniquely among novelists. Option C is also incorrect, as it

- is not mentioned in the passage, similarly option D. Hence, the answer is option B.
10. (b) Here option A is incorrect, as the author does not indicate that the unification of different elements is to be avoided in interpretation generally. By contrast, the author's parenthetical statement about rigidity does present a general warning against inflexibility of interpretation, and is that it supports option B. Option C is incorrect, as the passage does not include that, also option D is incorrect. Hence, the answer is option B.
11. (b) The answer is option B, as *Hamlet* is mentioned only in the final sentence of the passage, which refers to "this respect" in which *Hamlet* and *Wuthering Heights* are similar. Option A is incorrect, as the passage does not provide information about the characteristics of the usual critical interpretations of *Hamlet*. Option C is also no true as it does not suggest anything about a difference in their openness, similarly option D. Hence, the answer is option B.
12. (a) The author's primary purpose in the passage is to describe the formation and nature of singularities which is direct from the passage above. Option B cannot be the primary purpose of the passage as the author is concerned with much more than the reason of starts becoming singularities. Similarly, options C and D are the sub-parts of the passage and not the main theme. Hence, the answer is option A.
13. (c) Here information I and II is mentioned in the passage but information III not. So, option C is correct. Hence, the answer is option C.
14. (b) The last sentence of the passage is - **Unfortunately in most cases a distant observer cannot see the singularity; outgoing light rays are dragged back by gravity so forcefully that even if they could start out within a few kilometers of the singularity, they would end up in the singularity itself.** According to this, option B is most probably follow the sentence. Options A, C and D are not true. Hence, the answer is option B.
15. (a) The author of the passage is primarily concerned with discussing two categories of factors that control population growth and assessing their relative importance which is directly given in the passage. Options B, C and D are not true. Hence, the answer is option A.
16. (b) Author considers the dichotomy (division) as useful, but not only if its limitations are recognized, which is mentioned in the passage in line 15. Hence, the answer is option B.
17. (c) It is sometimes possible to infer the existence of a density-dependent factor controlling population growth without understanding its causative mechanism, can be inferred from last paragraph which is given in the passage above. Hence, the answer is option C.
18. (a) As it is given in the passage that - **No matter how severely or unpredictably birth, death, and migration rates may be fluctuating around their long-term averages, if there were no density-dependent effects, the population would, in the long run, either increase or decrease without bound,** this depicts to option A as an answer. All other options are incorrect. Hence, option (A) is the answer.
19. (d) The answer is option D which is not mentioned in the passage. Whereas, the content in options A, B and C are already mentioned in the passage. Hence, the answer is option D.
20. (a) The answer is option A, which is clearly mentioned. Other options are not mentioned. Hence, the answer is option A.
21. (d) The author does not describe the result of a particular study at all so answer is option D as per the question given. All other options are somewhere mentioned in the passage. Hence, the answer is option D.
22. (b) The author's primary purpose in this passage is to affirm the thematic coherence underlying *Raisin in the Sun*, that is option B as the passage **includes thematic conflicts as mere confusion, contradiction, or eclecticism.** Whereas all other options are not best suited. Hence, the answer is option B.
23. (a) The answer is option A as it is mentioned in the passage that - **once we recognize this dual vision, we can accept the play's ironic nuances as deliberate social commentaries by Hansberry rather than as the "unintentional" irony that Bigsby attributes to the work.** Hence, the answer is option A.
24. (d) The answer is option D, as it is mentioned in last of the passage, whereas all other options are not related to Isaacs' criticism. Hence, the answer is option D.

3.58 □ Reading Comprehension

25. (c) The answer is option C as all other options are not true as per the condition given in the question. Hence, the answer is option C.

Practice Exercise 2

1. (a) The synthesis is unlikely to occur under current atmospheric conditions be inferred about the process by which the chemical constituents of life were synthesized under primitive Earth conditions that is option A as per the passage given above. Other options are not supported as per the passage given. Hence, the answer is option A.
2. (c) The answer is option C as it is mentioned in first line of the passage **that since 1953, many experimental attempts to synthesize the chemical constituents of life under “primitive Earth conditions” have been performed**, with this it is clear that option A cannot be the answer, similarly options C and D. Hence, the answer is option C.
3. (c) The answer is option C as all other options are related to larger, more complex molecules. Hence, the answer is option C.
4. (d) Skepticism means **doubt** which is best suited to explain the development of the first self-duplicating organisms. Other options are not at all true for the passage. Hence, the answer is option D.
5. (c) The central idea of the passage is the War of Independence exposed to many Americans the contradiction of slavery in a country seeking its freedom and resulted in efforts to resolve that contradiction that is option C. Option A cannot be the best idea of the passage. Similarly, options B and D are not true. Hence, the answer is option C.
6. (b) The answer is option B as per the 1st line given in the passage which clearly defines the colonies. Hence, the answer is option B.
7. (a) The answer is option A, as information II and III is not mentioned in the passage and Information 1 is partially mentioned according to the passage. Hence, the answer is option A.
8. (b) Here the answer is option B as it is mentioned in the passage, 2nd paragraph about Americans. Other options are supported in the passage. Hence, the answer is option B.

9. (c) Option C is the answer as it mentions clearly in the passage about the evolutionarily stable strategy - a one-to-one sex ratio is the only stable ratio; it is an “evolutionarily stable strategy.” Options A, B and D do not present similar work and results in case of both the scientists. Hence, the answer is option C.
10. (d) Here option D is the answer as it is given in the passage that- Like Fisher, Hamilton looked for an evolutionarily stable strategy, but he went a step further in recognizing that he was looking for a strategy. So, it is direct answer from the passage. Hence, the answer is option D.
11. (b) Information I and III are not mentioned in the passage at all, whereas information I is mentioned in the passage. Hence, the answer is option B.
12. (b) The author believes that the genetic theory is more accurate than the group selection theory as for group selection it is given that **the sex ratio will evolve so as to maximize the number of meetings between individuals of the opposite sex** and for genetic it is given that **sex ratio will be favoured which maximizes the number of descendants an individual will have and hence the number of gene copies transmitted**, which is accurate that is option B. Hence, the answer is option B.
13. (a) Following line is mentioned in the passage - **theory of games had been developed, theory incorporates the essential feature of a game – that the best strategy to adopt depends on what others are doing**. This is exactly what is mentioned in option A. Hence, the answer is option A.
14. (b) Entire passage talks about the biological phenomenon. Besides, the author also mentioned about the game theory. It is mentioned in option ((b)) Other options are not supported by this theory. Hence, the answer is option B.
15. (d) According to the passage it is given that - **the sex ratios in certain parasitic wasp species that have a large excess of females. In these species, fertilized eggs develop into females and unfertilized eggs into males**, which contradict the question given. Hence, the answer is option D.
16. (d) Following lines are mentioned as the 2nd last line of the passage - **His most controlled novel, Under the Greenwood Tree, prominently exhibits two different but reconcilable impulses – a**

desire to be a realist-historian and a desire to be a psychologist of love – but the slight interlocking of plot are not enough to bind the two completely together. Thus even this book splits into two distinct parts, clearly state that the answer must be option D. Other options are not most appropriate title of the passage. Hence, the answer is option D.

17. (b) Here the answer is option B, as it is mentioned that - **Finally, he wanted to be more than a realist**, the word finally gives B as the answer directly. Hence, the answer is option B.
18. (a) The author of the passage considers a writer's style to be a reliable means by which to measure the writer's literary merit as per given in the passage. Whereas, option B is not true if we take from the author's point of view, options C and D are also no true. Hence, the answer is option A.
19. (c) The answer is option C, 'wordy' as this is to describe author's Hardy writing style as Hardy uses larger bulk of words rather than author's short cuts. All other options are not fall into this category. Hence, the answer is option C.
20. (c) Here the answer is option C, as it can often be a way of writing to appeal to a wide range of audience to communicate the stories across with ease of the readers of their book. Other options are not true about the novelists Flaubert and James. Hence, the answer is option C.
21. (a) The answer is option A, as author shows his distaste for Hardy's writing style using words like 'he did not care' this gives the first case of the two writing styles. Hence, the answer is option A.
22. (c) As it is mentioned in the passage - **Occasionally he felt the impulse to comedy (in all its detached coldness) as well as the impulse to farce, but he was more often inclined to see tragedy and record it**, according to this the answer is option C. Whereas all other options are not best suited. Hence, the answer is option C.

Practice Exercise 3

1. (d) The answer is option D, which would answer the information in the passage as the explanation of racism is given in the 1st line of the passage. All other options are sub-parts of the passage which the author has talked about. Hence, the answer is option D.
2. (b) The author defines the sociologist's argument from capitalism, however, he then argues that "since prejudice against these latter peoples was not inspired by capitalists, he has no reason that such antagonisms were not really based on race". Hence he points out a flaw in the argument. He then claims the author "disposes thusly (albeit unconvincingly) of both the intolerance faced by Jews before the rise of capitalism and the early twentieth-century discrimination against Oriental people in California, which, inconveniently, was instigated by workers." Thus, the author is clearly skeptical of the argument, and the reason is that the argument is unpersuasive means baseless. Hence, the answer is option B.
3. (c) The answer is option C, which can be directly inferred from the 1st line of the passage. Whereas all other options does not match with the author's view. Hence, the answer is option C.
4. (a) In last line of the passage the tone of author is such that this theory is not able to explain the occurrence of racial discrimination in other communities such as Jews and Chinese, therefore options B, C and D are out of the question. Hence, the answer is option A.
5. (c) The answer is option C as it is given in passage that By 1950, the results of attempts relate brain processes to mental experience appeared rather discouraging, which is related to pessimism. Whereas option A, indignation means distress which is not related to discourage, also option D, defiance means opposition which the author is not talking about. Hence, the answer is option C.
6. (a) Author in the passage stated that "The nerve impulses are essentially homogeneous in quality and are transmitted as "common currency" throughout the nervous system. The different areas of the brain into which they discharge, and there is some evidence for this view." This brings the answer as option A that is lack of differentiation among nerve impulses in human beings. Whereas all other options are not related to "common currency". Hence, the answer is option A.
7. (d) In an experiment, it is given that, when an electric stimulus was applied to a given sensory field of the cerebral cortex of a conscious human subject, it produced a sensation of the appropriate modality for that particular locus, that is, a visual sensation from the auditory cortex, which is

3.60 □ Reading Comprehension

- related to option D. Whereas in option A, is not true according to the experiment, also options B and C are not true. Hence, the answer is option D.
8. (a) The answer is option A, as it is clearly given in 2nd paragraph of the passage that sensory field of the cerebral cortex of a conscious human subject, it produced a sensation of the appropriate modality for that particular locus, that is, a visual sensation from the auditory cortex. Other two parts are not as per the passage. Hence, the answer is option A.
9. (b) The most accurately described as a discussion concerning historical views be the physiological correlates of mental experience, that is option B. Other options are not concerning the historical view. Hence, the answer is option B.
10. (d) The answer is option D, as it is given in the passage – “To match the multiple dimensions of mental experience psychologists could only point to a limitless variation in the spatio-temporal patterning of nerve impulses”. Other options cannot be termed as the summary of the passage. Hence, the answer is option D.
11. (b) The primary purpose of the passage is to describe a phenomenon which is option B. According to the passage, option A cannot be the answer as it is about the controversy which the author is not talking about. Options C and D are not true as these can be at best sub-parts of the passage, and not the primary purpose of the passage. Hence, the answer is option B.
12. (a) The answer is option A, as per the content given in the passage about wind over energy which causes relatively cool, dry air to come into proximity with the ocean surface. Whereas, option B is not true as wind speed increases, so does turbulence, and thus the rate of heat and moisture transfer is given in the passage. Options C and D are also cannot be the answer. Hence, the answer is option A.
13. (c) The author regards current knowledge about heat and moisture transfer from the ocean to air as incomplete that is option C as it is clearly mentioned in the passage that – *detailed understanding of this phenomenon awaits further study*. Other options are not supported as per the passage given. Hence, the answer is option C.
14. (a) Consider the lines mentioned as the opening statement of the passage – *the transfer of heat and water vapour from the ocean to the air above it depends on disequilibrium at the interface of the water and the air*. Within about a millimeter of the water, air temperature is close to that of the surface water, and the air is nearly saturated with water vapour, therefore the answer is option A. Option B is not mentioned in the passage, also options C and D are not true as per the question given. Hence, the answer is option A.
15. (b) The primary purpose of the passage is to discuss the significance of increasing the amount of carbon dioxide in the atmosphere and that is mentioned in option B. Opening statement of 2nd paragraph mentions “burning of fossil fuels” more as a comparison with respect to what was the scenario before. Even if we consider it a warning, but that is not what author intends to discuss as the main theme in the passage. Hence option (a) is not the answer. Similarly, option C and option D cannot be the primary purpose of the passage. Hence, the answer is option B.
16. (b) The answer is option B, which is mentioned in 1st paragraph, whereas option A cannot be the answer as infrared spectrum radiates back (given in last paragraph). Options C and D are also incorrect as they are not the greatest part of solar energy that reaches the earth. Hence, the answer is option B.
17. (a) The answer is option A, as atmospheric carbon dioxide does not performs functions absorbing radiation at visible wavelength mentioned in first paragraph – they absorb longer wavelength and they radiate back into space. All other options are matching with the function of the atmospheric carbon dioxide. Hence, the answer is option A.
18. (c) Author is somewhere concerned about the increase in the carbon dioxide results in global warming etc. The answer is option C as it best describes the author’s attitude towards the increasing amount of carbon dioxide in the atmosphere and its consequences. Option (A) incredulous means unbelieving which does not suit the author’s attitude. Options B and D are not describing author’s behaviour according to the passage. Hence, the answer is option C.
19. (b) The answer is option B, i.e., 9°C which is the average temperature at an altitude of 1 kilometer above the Earth. It is mentioned in 3rd paragraph. **(Under present conditions a temperature of -18°C can be observed at an altitude of 5 to 6 kilometers above the Earth. Below**

this altitude (called the radiating level), the temperature increases by about 6° C per kilometer approaching the Earth's surface, where the average temperature is about 15° C So, $15 - 6 = 9^{\circ}$ C is the answer. Hence, the answer is option B.

20. (d) Here the option D is the answer. Option A does not match with the condition at all. Options B and C are also not true as it is not satisfying the condition given. Option D talks about the mathematical model mentioned in the passage. Hence, the answer is option D.
21. (d) Look at the opening statement of the 2nd paragraph – Today, however, the potential problem is too much carbon dioxide. The burning of fossil fuels and the clearing of forests have increased atmospheric carbon dioxide by about 15 per cent in the last hundred years, and we continue to add carbon dioxide to the atmosphere.
- Option A is not true according to the passage given as it is not mentioned in the passage that fossil fuels were burned for the first time. Similarly options B and C are not true as per the passage. Option (d) is clearly mentioned in the passage. Hence, the answer is option D.
22. (a) The answer is option A, as it clearly describes the primary purpose of the passage, whereas all other options does not describe the same that is option B, talks about human morphology and human behaviour which is not a primary purpose, option D is not mentioned in the passage at all. Hence, the answer is option A.
23. (d) The answer is option D as in this context we would need to comprehend thoroughly their **adaptive origin in order to understand how badly they guide us now and we might then begin to resist their pressure**. Other options they are not perfect answer to the question. Hence, the answer is option D.
24. (c) The answer is option C which probably provides an appropriate analogy from human morphology for the “details” versus “constraints” distinction made in the passage in relation to human behaviour, whereas options A, B and D are not providing distinction in details and constraints. Hence, the answer is option C.

Practice Exercise 4

1. (b) The answer is option B – clearly given in the first line of the passage **that a mysterious phenomenon is the ability of overwater migrants to travel**, which is complex and partly understood. Option A is an explanation of the theme. Option C is the way through which migrant animals keep track of time, and not the main theme. Similarly option (d) is not the main idea. Hence, the answer is option B.
2. (a) The answer is option A, as flock of birds navigating by compass sense alone, they would, after the storm, fly east as given in the passage. The answer to this question is direct, and hence we are not even needed to consider other options. Hence, the answer is option A.
3. (b) In option B, skepticism means unempirical knowledge or opinions/beliefs stated as facts, or doubt as this context is clearly mentioned in the passage – **some scientists thought, migrants determine their geographic position on Earth by celestial navigation, almost as human navigators use stars and planets, but this would demand of the animals a fantastic map sense**. Options A, C, and D are not related to what the question is asking. Hence, the answer is option B.
4. (b) Answer is option B because it is clearly mentioned in the last two lines of 2st paragraph about the hope and dishonesty (liars). Option A talks about the aim of writers and speakers which the author does not indicate, options C and D also does not match with the authors perspective in the passage. Hence, the answer is option B.
5. (c) In the late nineteenth century, rhetoric was regarded as the view of human motivation – as given in the passage that pure logic has never been a motivating force unless it has been subordinated to human purposes, feelings, and desires, and thereby ceased to be pure logic. Other options do not match with this perspective. Hence, the answer is option C.
6. (c) The answer is option C because the author addresses the listener’s emotions as well as their intellects that appeal to the parts of our nature

3.62 □ Reading Comprehension

that are involved in feeling, desiring, acting, and suffering. Option A, B and D will not fail to persuade people as per the author's view. Hence, the answer is option C.

9. (a) Passage talks about a sample of an actual speech delivered by an actor which is not mentioned by the author in the passage as a persuasive device. Options B, C and D are considered to be persuasive devices found in the passage. Hence, the answer is option A.
10. (b) The answer is option B because it is stated in the passage that logical argument is an essential element of persuasive discourse. Whereas option A indicates the sterile, discipline which the author does not indicate. Options C and D does not match what the author is talking about. Hence, the answer is option B.
11. (b) The author of the passage is primarily concerned with discussing different theories about the transport of plant seeds to Hawaii as it is clearly mentioned in the passage. Option A is incorrect as it is not given only about the biologists in the passage. Similarly, options C and D are incorrect, as they are subparts in the passage. Hence, the answer is option B.
12. (d) As it is given in the passage that – Some biologists argue that ocean and air currents are responsible for the temperature of plant seeds to Hawaii. Yet the results of flotation experiments and the low temperatures of air currents cast doubt on these hypotheses. So, the answer is option D. Other options are not true as per the content given in the passage. Hence, the answer is option D.
13. (a) The existence in Alpine regions of Hawaii of a plant species that also grows in the southwestern United States would justify the ecology of the southwestern United States is similar in important respects to the ecology of Alpine regions of Hawaii, that is option A. Option B is not true according to the passage, also options C and D are not true as they are not related to Alpine regions. Hence, the answer is option A.
14. (d) Answer is option D, which can be used as a question as per the content given in the passage. Whereas, option A is incorrect as it is not an accurate question according to the passage.

Similarly, options B and C are incorrect according to the passage. Hence, the answer is option D.

15. (c) The answer is option C which can be best described as a summary and evaluation of recent study. Option A is incorrect because the original did not appear survey, are described by Webb's point of view to the old view is incorrect, and secondly, this article mainly talking about new ideas, rather than on the old view of the comment; Option D is also not true as the original structure of the old view – put forward new ideas – new ideas prove – new ideas shortcomings, there is no defence. Hence, the answer is option C.
16. (d) The first paragraph of the passage clearly states that the military did not play a major role as an instrument of colonial policy until 1763 as a long-held view, that is option D. Option C cannot be true as sentence is talking about merchants and farmers which is not mentioned in the passage. Similarly, options A and B are not true as they are not related to the passage. Hence, the answer is option D.
17. (a) As it is given that - Garrison government allowed the colonists a legislative assembly but real authority, in Webb's view, belonged to the colonial governor, who was appointed by the king and supported by the "garrison", that is, by the local contingent of English troops under the colonial governor's command, so option A is true. Options B, C and D are not true as these are not supported by the passage. Hence, the answer is option A.
18. (b) Webb views Charles II as the "proper successor" of the Tudor monarchs and Cromwell because Charles II used the military to extend executive power over the English colonies, which is option B. Option A is not true, as it is not related to the passage and condition given. Similarly, options C and D are not true. Hence, the answer is option B.
Top of Form
19. (b) Information II is true as per the passage given whereas information I and III are not related to passage. Also it is mentioned in second paragraph. Hence, the answer is option B.
20. (c) Answer is option C, as it is related to the passage above. Other options are not related to the passage. Hence, the answer is option C.

Practice Exercise 5

1. (b) The answer is option B, as it is clearly mentioned in the last line of the passage that- It was necessary to master certain laws and to use intellect in order to build Gothic cathedrals, or set-up the stained glass windows of Chartres. When this bracing element of craftsmanship ceased to dominate artists' outlook, new technical elements had to be adopted to maintain the intellectual element in art. Whereas, option A is not true as it is not related to the passage. Similarly, options C and D, are incorrect. Hence, the answer is option B.
2. (d) It is given in the passage about the traditional romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to art. Questions given in the other questions cannot be answered by the information given in the passage. Hence, the answer is option D.
3. (a) It is mentioned in the passage that – “Long before the Romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to art, but philosophers had always assumed it must be controlled by law and by the intellectual power of putting things into harmonious order”. This is mentioned in option (a) Other options are not related to traditional assumptions of aesthetic philosophers. Hence, the answer is option A.
4. (c) The author mentions “linear perspective and anatomy” in the last sentence in order to support his point that rational order of some kind has often seemed to discipline artistic inspiration, which is mentioned in option C. Other options are not correct according to the passage. Hence, the answer is option C.
5. (b) The author discusses computing machines in the first paragraph primarily in order to illustrate his views about the approach of mathematicians to problem solving, that is option B. Option A is incorrect as it is giving a negative tone which is not needed. Option C is incorrect as the passage is not comparing. Option D is incorrect as it is not related to the paragraph mentioned. Hence, the answer is option B.
6. (a) It is given in the passage that – Since science tries to deal with reality, even the most precise sciences normally work with more or less imperfectly understood approximations toward which scientists must maintain an appropriate skepticism which means doubtful. Author talks about equation as an example, therefore, option A, is correct answer. Hence, the answer is option A.
7. (d) The answer is option D, as it is best suited for the assumption to be made by scientists about scientific arguments, also mentioned in the last paragraph of the passage. Hence, the answer is option D.
8. (c) It is mentioned in the passage that - In some cases, the mathematicians' literal-mindedness may have unfortunate consequences. The mathematicians turn the scientist's theoretical assumptions, that is, their convenient points of analytical emphasis, into axioms, and then take these axioms literally. This brings the danger that they may also persuade the scientists to take these axioms literally. Hence, the answer is option C.
9. (a) The approach of physicists to solve the scientific problems is practical for scientific purposes, which is mentioned in option A. (As it is given in the passage that – Physicists, looking at the original Schrodinger equation, learn to sense in it the presence of many invisible terms in addition to the differential terms visible, and this sense inspires an entirely appropriate disregard for the purely technical features of the equation). Option B is incorrect as it talks about danger which the physicist is not concerned. Similarly, options C and D are incorrect. Hence, the answer is option A.
10. (b) Option B is the answer.
11. (c) The author implies that scientists develop a healthy skepticism because they are aware that some factors in most situations must remain unknown (as mentioned in 2nd paragraph) and hence, answer is option C.
12. (b) Passage states that – For women, who did not have access to higher education as men did, literary salons provided an alternate route to learning and a challenge to some of society's basic assumptions about women, which is mentioned in option B.
13. (b) A significant distinction between the *salonnieres* and Bluestockings was the role of pleasure in the activities of the literary salon, that is answer is option B. All other options are not suited for a significant distinction between the *salonnieres* and Bluestockings. Hence, the answer is option B.
14. (d) As it is mentioned in the passage that – In an atmosphere of mutual support, the Bluestockings

3.64 □ Reading Comprehension

went beyond the salon experience. They travelled, studied, worked, wrote for publication, and by their activities challenged the stereotype of the passive woman, therefore, option D is an answer. Hence, the answer is option D.

15. (c) Option C is the answer, as it is most compatible with the principles of the *salonnieres* as described in the passage. Whereas, option A, is incorrect as it is not related to the principles. Similarly, options B and D are incorrect. Hence, the answer is option C.
16. (a) The answer is option A, as it is satisfying with question. Other options are not related to the question. Hence, the answer is option A.
17. (d) Answer is option D, as it is considered a twentieth-century counterpart of an eighteenth century literary salon as it is described in the passage. Other options are not related to the counterpart and therefore, not correct. Hence, the answer is option D.
18. (b) As it is mentioned in the last passage that women's are not feminists, and as per the question – To an assertion that Bluestockings were feminists, the author would most probably respond in a qualified disagreement way. Hence, the answer is option B.
19. (c) The title that best describes the content of the passage is option C, that is Eighteenth Century – Precursors of Feminism. Option A is not correct as it is generalized, therefore cannot be the answer. Option C, cannot be true as in last paragraph it is mentioned that women's are not feminists. Option D, is again too generalized. Hence, the answer is option C.
20. (c) The author is trying to study the similarities between insect and vertebrate societies which could provide the basis for a unified science of socio-biology, that is option C. Besides in the whole passage comparison is being done between insect and vertebrate societies. Option A cannot be the answer as it is giving a negative sign. Similarly, options B and D are incorrect, as they are not related to the passage. Hence, the answer is option C.
21. (a) The answer is option A, that is guarded optimism. As in the beginning of the passage, the author wonders if unified science of socio-biology can ever really happen which shows a slight doubt on his part, but expresses optimism towards the similarities between insects and

vertebrates by saying – it is out of such deliberate oversimplification that the beginning of a general theory are made (this shows optimism). Other options are not related to optimism. Hence, the answer is option A.

22. (d) The author best suggests that- there are significant structural differences between insect and vertebrate societies; hence option D is the answer. Options A, B and C are specifically talking about the termites and macaques, therefore are incorrect. Hence, the answer is option D.

Practice Exercise 6

1. (a) The primary purpose of the passage is to present two hypotheses concerning the origin of the Moon, that is, the answer is option A. As, it is given in the first line of the passage - Theorists are divided concerning the origin of the Moon. Some hypothesize that the Moon was formed in the same way as were the planets in the inner solar system. So, no need to see all other options. Hence, the answer is option A.
2. (d) Information I is not mentioned in the passage, whereas, information II and III are given in lines 2 and 3, therefore, the option D is correct. Hence, the answer is option D.
3. (d) The author implies that a nearly circular orbit is unlikely for a satellite that was formed by a collision between two celestial bodies, so the answer is option D. Option A is incorrect, as it is not given in the passage. Options C and D, are wrong reasons as the passage is concerned. Hence, the answer is option D.
4. (b) The answer is option B, as it is given in the last line of the passage, that – If there are changes in the mantle rock of the earth, it would be difficult to verify the collision hypothesis. Whereas, option A is incorrect, as it is not satisfying the conditions given in the question. Similarly, options C and D are incorrect. Hence, the answer is option B.
5. (b) The author is primarily concerned with raising a question and describing an important discovery that led to an answer, that is, the answer is option B. It is mentioned in the first paragraph of the passage. Option A is incorrect, as it is not a primary concern of the author. Similarly, options C and D are incorrect. Hence, the answer is option B.

6. (b) Answer is option B, that is a drug that stimulates the production of LDL receptors on the liver, if developed would most likely be an example of the kind of drug mentioned. As it is given that – They are necessary to prevent over synthesis of LDL's from VLDL remnants and they are necessary for the normal removal of LDL from the blood. Hence, the answer is option B.
7. (c) The answer is option C, as it is mentioned in the passage above in lines 20–30. Option A is incorrect, as it is not supplying the information. Similarly options B and D are incorrect. Hence, the answer is option C.
8. (a) According to the passage, by studying the Watanabe rabbits, scientists learned that VLDL remnants are removed from the blood by LDL receptors in the liver, that is the correct answer choice is option A. Hence, the answer is option A.
9. (b) The development of drug treatments for some forms of familial hypercholesterolemia is regarded by the author as highly probable (likely), so the answer is option B, as per information given in the passage. Option C is also incorrect, as the passage is not promising. Similarly, option D is incorrect. Hence, the answer is option B.
10. (c) The answer is option C as it is given that – Watanabe noticed that a male rabbit in his colony had ten times the normal concentration of cholesterol in its blood. By appropriate breeding, Watanabe obtained a strain of rabbits that had very high cholesterol levels. These rabbits spontaneously developed heart disease. To his surprise, Watanabe further found that the rabbits, like humans with familial hypercholesterolemia, lacked LDL receptors. Other options are not related to condition given in the question. Hence, the answer is option C.
11. (b) The passage implies that Watanabe rabbits differ from normal rabbits as in the blood of Watanabe correct answer choice is option B, which is mentioned in the passage. All other options are not true, as far as Watanabe rabbits are concerned. Hence, the answer is option B.
12. (d) Option (D) is the answer.
13. (c) Answer is option C, that is through the structure of Bearden's art, his Black subjects come to represent all of humankind, as it is mentioned in the passage. It is given in the passage that - The subject matter of Bearden's collages is certainly Black. Portrayals of the folk of Mecklenburg County, North Carolina, whom he remembers from early childhood. Other options are not correct and not related to the passage. Hence, the answer is option C.
14. (a) Bearden's social sensibilities and the subject matter of his collages are mentioned by the author in order to explain why one might be tempted to call Bearden, a Black American artist, hence answer is option A. It is given that - In natural harmony with this choice of subject matter are the social sensibilities of the artist, who remains active today with the Cinque Gallery in Manhattan, which he helped found and which is devoted to showing the work of minority artists. Other options are not related to the question asked. Hence, the answer is option A.
15. (b) The author of the passage is mainly concerned with assessing the significance of the ethnic element in Bearden's work, hence correct choice is option B. So, the answer is option B.
16. (b) The author is primarily concerned with refuting a thesis about the distinctiveness of the culture of the early American South, hence option B is the answer. (It is mentioned in the last line of the passage). Option A is incorrect as the keyword claim is not mentioned in the passage. Similarly, options C and D are incorrect. Hence, the answer is option B.
17. (d) The passage implies that the attitudes toward Native Americans that prevailed in the Southern colonies differed from those that prevailed in the Puritan colonies, hence answer is option D. It is mentioned in the passage about the attitudes towards Native Americans that prevailed in the Southern colonies. Other options are incorrect as per the passage given. Hence, the answer is option D.
18. (a) As it is given that – The American culture that emerged during the Colonial and Revolutionary eras has been depicted as having been simply an extension of New England Puritan culture, therefore, the answer is option A, which is clearly mentioned in the passage. Option B, is incorrect, as it is not reflecting the culture. Similarly, options C and D are incorrect. Hence, the answer is option A.
19. (d) The answer is option D as information II and III are mentioned in the passage, whereas information I is not given in the passage. So, options A, B and C are incorrect. Hence, the answer is option D.

3.66 □ Reading Comprehension

20. (c) The answer is option C that is spreading to Massachusetts and Connecticut. Other options are incorrect as per the condition given in the question above. Hence, the answer is option C.
21. (b) Here option B most logically follows the last sentence of the passage and so option B is the answer. It is given that - the larger framework of American colonial life, then, not the Southern but the Northern colonies appear to have been distinctive, and even they seem to have been rapidly assimilating to the dominant cultural patterns by the last colonial period. Options A, C and D are incorrect, as per the passage is concerned. Hence, the answer is option B.
22. (d) As in the first line of the passage it is given that - The social sciences are less likely than other intellectual enterprises to get credit for their accomplishments. This gives an idea that the author is primarily concerned with explaining a peculiar dilemma that the social sciences are in, hence correct answer choice is option D. Option A is incorrect as it is not a primarily concern of the passage. Similarly, options B and C are incorrect. Hence, the answer is option D.
23. (b) Game theory is a social science discipline that the author mentions as being possibly over utilized, which is mentioned clearly in the passage. Hence, answer is option B. Hence, the answer is option B.
24. (a) Look at the keyword ‘under appreciation’ mentioned in the passage - This under appreciation of the social sciences contrasts oddly with what many see as their overutilization, therefore, correct option is option A, that is premature practical application of social science advances. Option B is incorrect, as it is not related to overutilization. Similarly options C and D are incorrect. Hence, the answer is option A.
25. (c) It is mentioned in the passage that “As it is given that in last line of the passage that - tentative findings and untested theories are better guides to decision-making than no findings and no theories at all.” The author confronts the claim that the social sciences are being over utilized with the observation that this practice represents the lesser of two evils under existing circumstances; hence, option C is the answer. Other options are incorrect, as the claim is concerned. Hence, the answer is option C.

Reading Comprehension A Day

2**PASSAGE 1****Start Time:****End Time:**

Direction for questions 1 to 3: *Read the passage given below and solve the questions based on it.*

Deborah Mayo is a philosopher of science who has attempted to capture the implications of the new experimentalism in a philosophically rigorous way. Mayo focuses on the detailed way in which claims are validated by experiment, and is concerned with identifying just what claims are borne out and how. A key idea underlying her treatment is that a claim can only be said to be supported by experiment if the various ways in which the claim could be as fault have been investigated and eliminated. A claim can only be said to be borne out by experiment, and a severe test of a claim, as usefully construed by Mayo, must be such that the claim would be unlikely to pass it, if it were false.

Her idea can be explained by some simple examples. Suppose Snell's law of refraction of light is tested by some very rough experiments in which very large margins of error are attributed to the measurements of angles of incidence and refraction, and suppose that the results are shown to be compatible with the law within those margins of error. Has the law been supported by experiments that have severely tested it? From Mayo's perspective the answer is 'no' because, owing to the roughness of the measurements, the law of refraction would be quite likely to pass this test even if it were false and some other law differing not too much from Snell's law true. An exercise I carried out in my school-teaching days serves to drive this point home. My students had conducted some not very careful experiments to test Snell's law. I then presented them with some alternative laws of refraction that had been suggested in antiquity and mediaeval times, prior to the discovery of Snell's law, and invited the students to test them with the measurements



3.68 □ Reading Comprehension

they had used to test Snell's law; because of the wide margins of error they had attributed to their measurements, all of these alternative laws pass the test. This clearly brings out the point that the experiments in question did not constitute a severe test of Snell's law. The law would have passed the test even if it were false and one of the historical alternatives true.

Word Count = 371

Time Taken =



Q 1. Which of the following conclusion can be drawn from the passage?

- (a) Experimental data might support multiple theoretical explanations at the same time, hence, validity of theories needs to be tested further.
- (b) Precise measurement is a sufficient condition to ensure validity of conclusions resulting from an experiment.
- (c) Precise measurement is both a necessary and sufficient condition to ensure validity of conclusions resulting from an experiment.
- (d) Precise measurement along with experimenter's knowledge of the theory underpinning the experiment is sufficient to ensure the validity of conclusions drawn from experiments.

Q 2. As per Mayo's perspective, which of the following best defines the phrase 'scientific explanation'?

- (a) One which is most detailed in its explanation of natural phenomena.
- (b) One which has been thoroughly tested by scientific experts.
- (c) One which survives examinations better than other explanations.
- (d) One which refutes other explanations convincingly.

Q 3. The author's use of Snell's law of refraction to illustrate Mayo's perspective can best said to be

- (a) contrived. (b) premeditated.
- (c) superfluous. (d) illustrative.

PASSAGE 2

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

Though the last twenty-five years have seen China dazzle the world with its excellent economic performance it has shied away from playing the kind of active role in international affairs that would seem commensurate with its economic weight. This is because traditionally China's politics have been defined by the need for economic development above all else. In the past, China's authorities have tended to downplay the country's international clout, choosing to stress instead its developing country status and limited military capabilities. Such modest rhetoric was intended to allay the fears that China's rise was causing across its immediate



neighbourhood. That Beijing is finally acknowledging its status as a major player in the international system is evidenced by the fact that the President has formally developed a theory of international relations; the concept of harmonious world. The concept, encompassing broad notions of multilateralism, prosperity for all through common development and tolerance for diversity has left world opinion perplexed. These are commendable objectives but the theory is short on specifics regarding the means to achieve them.

China's recent willingness to be a more active player internationally stems from complex factors. The country's economic strength—having acquired the largest foreign exchange reserves in the world—is undeniable and reports favour it to be the largest economy in the next quarter of a century. For sustained double digit economic growth China, thus, has no choice but to become more active internationally. Moreover as a major proportion of the oil and other natural resources that China needs to feed its growing economy are imported, Beijing has to aggressively woo the countries rich in energy resources, which also represent emerging markets for Chinese products. To ensure a stable security environment within the region and thus facilitate economic growth. China played an active role in facilitating negotiations with North Korea. Destabilization of a potential flashpoint like the Korean peninsula would lead to a flood of refugees crossing the border, interrupting careful plans of economic rejuvenation of China's North—East. China's growing influence has caused a shift in the geopolitical status quo and its influence is beginning to replace that of the United States and European powers in Africa. China's new diplomacy though has had its share of critics who have expressed their unease at China's military modernization programme and its willingness to deal with regimes widely condemned as corrupt and oppressive. Despite this, when Africa was in need of aid and infrastructure or the US needed help in negotiating with Korea they turned to China. By taking a lead in a variety of international and regional forums, initiating bilateral and military exchanges and dispensing aid and technical assistance in parts of the world where traditional powers are cautious to tread China has signed that its days of sitting on the sidelines, content to let others shape world affairs are emphatically over.

Word Count = 494

Time Taken =

Q 1. Why has China traditionally been a passive spectator in global affairs?

- (a) To safeguard its oil resources.
- (b) To maintain security in its vicinity.
- (c) To conceal its economic predicament.
- (d) To focus on domestic economic growth.

Q 2. Which of the following best describes China's current international status?

- (a) Cause of insecurity among developing nations.
- (b) Largest economy in the world.
- (c) Largest donor of aid to developing countries.
- (d) Pioneer of implementing a 'harmonious world' philosophy.

3.70 □ Reading Comprehension

- Q 3. What has been the fall out of China's increased participation in world affairs?
- (a) International scrutiny of its economic policies.
 - (b) Growth of corruption among its politicians.
 - (c) Its influence and prestige have grown substantially.
 - (d) Its growth rate has stabilized.
- Q 4. Which of the following is TRUE in the context of the passage?
- (a) China's current political standing internationally disproportionate to its financial strength.
 - (b) China is a reluctant participant in military dialogues.
 - (c) The harmonious world theory is the only utilitarian remedy to the current challenges facing the world.
 - (d) US has recognized and acknowledged China's growing international reputation.

PASSAGE 3

Start Time:

End Time:

Direction for questions 1 to 3: *Read the passage below and solve the questions based on it.*

In 1980, the US Supreme Court overturned decades of legal precedents that said that naturally occurring phenomenon, such as bacteria, could not be patented because they were discoveries rather than inventions. Yet that year, the Court decided that a biologist named Chakrabarty could patent a hybridized bacterium because, 'his discovery was his handiwork, not that of nature'. A majority of the judges reiterated that, 'a new mineral discovered in the earth or a new plant discovered in the wild is not patentable'. Yet they believed that Chakrabarty had concocted something new using his own ingenuity. Even Chakrabarty was surprised. He had simply cultured different strains of bacteria in the belief that they would exchange genetic material in a laboratory soup. The then embryonic industry used the case to argue that patents should be issued on gene, proteins and other materials of commercial value.

By 1980s, the US Patent Office had embarked on a far-reaching change of policy to propel the US industry forward, routinely issuing patents on products of nature including genes, fragments of genes and human proteins. In 1987 for example, Genetics Institute Inc. was awarded a patent on erythropoietin, a protein of 165 amino acids that stimulates the production of red blood cells. It did not claim to have invented the protein: it had extracted small amounts of the naturally occurring substance from thousands of gallons of urine. Erythropoietin is now a multi-billion dollar-a-year treatment.

The industry's argument is that innovation prospers only when it is rewarded. Without rewards, innovation will not take place. The barriers to entry into biotechnology are relatively low. Biotechnology companies do not have to build costly factories of high street retail outlets or invest in brand reputations. The basic units of production are bacteria manipulated to deliver therapeutically and commercially valuable substances. Without the protection of a patent, an innovative biotechnology company will find its discoveries quickly copied by later entrant. If the ownership of rights to exploit a genetic discovery were left unclear, there would be less innovation



in the economy as a whole and we would all be worse off. The biotechnology industry in USA is larger than anywhere else, in part because innovators there have been allowed to patent their 'inventions'. In 1998, there were almost 1500 patents claiming rights to exploit human gene sequences.

Yet the ownership regime for industries and products spawned by genetics is far from settled. A practical argument is about what should be owned—the gene or the treatment. The cystic fibrosis gene, for example, is patented, and anyone who makes or uses a diagnostic kit that uses knowledge of the gene sequence has to pay royalty to the patent holder. Many would argue that this is too broad a patent, which may be excessively strong and slow down innovation. As we move into the knowledge economy, issues such as the breadth and scope of a patent, the standards of novelty, even the duration, will become more problematical. To put in another way, who should own what and for how long will become more of an issue in a knowledge driven economy. That is because incentives to exploit knowledge need to be set against the value of sharing it. Scientific enquiry proceeds as a result of collaboration, the sharing and testing of ideas. We are lucky that James Watson and his collaborator Francis Creek did not work for Genentech or Glaxo Wellcome because every genetic researcher would now be paying a royalty to use their discovery. Genetics, as most sciences, is built on bedrock of shared knowledge. The more basic the knowledge, the more inappropriate strong property rights and exclusive private ownership becomes. Privatisation of knowledge may make it less likely that know-how will be shared. PerkinElme will publish its research on the human genome, but only once in three months and the company will reserve at least 300 genes for its own patent programme. Publicly funded researchers share their results more openly and more frequently.

Word Count = 662

Time Taken =

Q 1. The erythropoietin episode shows that

- (a) patenting is the only way to encourage exploration of new ideas.
- (b) patenting accelerates exploitation of new ideas.
- (c) claims to patentability are often false.
- (d) None of these.

Q 2. After reading the passage, which of the following statements do you think captures best, the tenor of the piece?

- (a) The author is unequivocal about undesirability of a patenting system.
- (b) The author explores the complexities in patenting.
- (c) The author deliberately obfuscates issues.
- (d) The passage is boring about.

Q 3. Chakrabarty patent issue shows that

- (a) patent authorities are infallible.
- (b) patent systems are *adhoc*.
- (c) patenting rationale is socially embedded and evolutionary.
- (d) None of these.

PASSAGE 4

Start Time:

End Time:

Direction for questions 1 to 5: *Read the passage below and solve the questions based on it.*

3.72 □ Reading Comprehension

Kodak decided that traditional film and prints would continue to dominate through the 1980s and that photo finishers, film retailers, and, of course, Kodak itself could expect to continue to occupy their long-held positions until 1990. Kodak was right and wrong. The quality of digital cameras greatly improved. Prices plunged because the cameras generally followed Moore's Law, the famous prediction by Intel co-founder Gordon Moore in the 1960s that the cost of a unit of computing power would fall by 50 per cent every eighteen to twenty-four months. Cameras began to be equipped with what the industry called removable media – those little cards that hold the pictures – so pictures were easier to print or to move to other devices, such as computers. Printers improved. Their costs dropped, too. The internet caught the popular imagination, and people began e-mailing each other pictures rather than print them. Kodak did little to ready itself for the onslaught of digital technology because it consistently tried to hold on to the profits from its old technology and underestimated the speed with which the new would take hold. Kodak decided it could use digital technology to enhance film, rather than replace it. Instead of preparing for the digital world, Kodak headed off in a direction that cost it dearly. In 1988, Kodak bought sterlign drug for \$5.1 billion. Kodak had decided it was really a chemicals business, not a photography company. So, Kodak reasoned, it should move into adjacent chemical markets, such as drugs. Well, chemically treated photo paper really is not that similar to hormonal agents and cardiovascular drugs. The customers are different. The delivery channels are different. Kodak lost its shirt. It sold sterlign in pieces in 1994 for about half the original purchase price. George M.C. Fisher was the new CEO of Kodak in 1993. Fisher's solution was to hold on to the film business as long as possible, while adding a technology veneer to it. For instance, he introduced the advantix preview camera, a hybrid of digital and film technology. User took pictures the way they always had, and the images were captured on film. Kodak spent more than \$500 million developing advantix, which flopped.

Fisher also tried to move Kodak's traditional retail photo-processing systems into digital world and in this regard installed tens of thousands of image magic kiosks. These kiosks came just as numerous companies introduced in-expensive, high-quality photo printers that people could use at home, which, in fact, is where customers preferred to view their images and fiddle with them. Fisher also tried to insert Kodak as an intermediary in the process of sharing images electronically. He formed partnerships that let customers receive electronic versions of their photos by e-mail and gave them access to kiosks that let them manipulate and reproduce old photographs. You do not need Kodak to upload photos to your computer and e-mail them. Fisher also formed a partnership with AOL called, 'You have Got Pictures.' Customers would have their film developed and posted online, where friends and family could view them. Customers would pay AOL \$7 for this privilege, on top of the \$9 paid for photo-processing. However, sites like snapfish were allowing pictures to be posted online free. Fisher promised early on, that Kodak's digital-photography business would be profitable by 1997. It was not. In 1997 Philippe Kahn led the advent of cell phone camera. With the cell phone camera market growth, Kodak did not just lose out on more prints. The whole industry lost out on sales of digital cameras, because they became just a feature that was given away free on cell phones. Soon cameras became a free feature on many personal



computers, too. What had been so profitable for Kodak for so long—capturing images and displaying them was going to become essentially free.

In 1999, Fisher resigned and Carp became to new CEO. In 2000, Carp's first year as CEO, profit was about flat, at \$1.41 billion. Carp, too, retired early, at age fifty-seven. Carp had pursued Fisher's basic strategy of 'enhancing' the film business to make it last as long as possible, while trying to figure out some way to get recurring revenue from the filmless, digital world. But the temporizing did not work any better for Carp than it had for Fisher. Kodak talked, for instance, about getting customers to digitize and upload to the internet more of the 300 million rolls of film that Kodak processed annually, as of 2000. Instead, customers increasingly skipped the film part. In 2002, sales of digital cameras in the United States passed those of traditional cameras—even though Kodak in the mid-1990s had projected that it would take twenty years for digital technology to eclipse film. The move to digital in the 2000s happened so fast that, in 2004, Kodak introduced a film camera that won a 'camera of the year' award, yet was discontinued by the time Kodak collected the award. Kodak staked out a position as one of the major sellers of digital cameras, but being 'one of' is a lot different from owning 70 per cent to 80 per cent of a market, as Kodak had with film, chemicals, and processing. In 2002 competition in the digital market was so intense that Kodak lost 75 per cent of its stockmarket value over the past decade, falling to a level about half of what it was when the reporter suggested to Carp that he might sell the company. As of 2005, Kodak employed less than a third of the number who worked for it twenty years earlier. To see what might have been, look at Kodak's principal competitors in the film and paper markets. Agfa temporized on digital technology, then sold its film and paper business to private-equity investors in 2004. The business went into bankruptcy proceedings the following year, but that was not Agfa's problem. It had cashed out at a halfway reasonable price.

Word Count = 974

Time Taken =

Q 1. As per the passage which of the following statements truly reflects the real theme of the passage?

- Moore's law predicted that cost per unit of computing power would exhibit a standard deviation of 25% per annum.
- Popularity of removable media and internet lead to high demand for computers.
- Kodak managers were able to predict the flow of digital technology and their critical value drivers.
- Kodak did not have a vision to plough back the profits from old technology to research and development in new technology.

Q 2. Which of the following statements is not true?

- Kodak bought sterling drug as a strategic choice for a chemical business as it was already in the business of chemically treated photo paper.
- The chemical business was in sync with the existing business of Kodak running across the customer segment, delivery channels and the regulatory environment.
- Kodak committed a mistake by selling sterling in pieces at a loss of 50%.
- Kodak's diversification attempt with purchase of sterling to strengthen its core business and shift to digital world was a shift from its strategic focus.

3.74 □ Reading Comprehension

- (a) Only i and ii (b) Only ii and iii
(c) Only iii and iv (d) Only i, ii, iii

Q 3. Kodak lost a big piece of its market share to its competitors because of the following best explained reason.

- i. When Carp became the CEO the digital technology eclipsed film technology business and further Carp had been with the company for twenty-nine years and had no background in technology.
 - ii. Carp in 2004 introduced a film camera that won camera of the year award, yet it was discontinued by the time Kodak collected the award.
 - iii. Kodak moved from traditional retail photo processing systems into digital world installing several thousands of image magic kiosks that failed to deliver real benefits to the customers.
 - iv. Phillippe Kahn led the advent of cell phone camera and Kodak lost out on the print business and ability to share images became a free feature with no additional charge.
- (a) i and ii (b) ii and iii
(c) i and iv (d) iii and iv

Q 4. Arrange the given statements in the correct sequence as they appear in the passage.

- i. Kodak lost to its competitors a big pie of its market share.
 - ii. Kodak ventured into chemical business to strengthen its digital technology business.
 - iii. Kodak downsized its workforce drastically.
 - iv. Kodak tied up with business firms for photo-processing.
- (a) i, ii, iii, iv (b) iii, iv, ii, i
(c) ii, iv, i, iii (d) i, iii, ii, iv

Q 5. Match the following:

- | | |
|-----------|---|
| 1. Intel | a. Preview cameras that helped users to immediately see the pictures taken. |
| 2. Fisher | b. Photo-processing, developing and posting online photos. |
| 3. AOL | c. Lead to insolvency of digital technology business. |
| 4. Agfa | d. Price of technology product reduces to half every year or two. |
- (a) 1-d, 2-a, 3-b, 4-c
(b) 1-a, 2-d, 3-c, 4-b
(c) 1-c, 2-b, 3-a, 4-d
(d) 1-d, 2-c, 3-a, 4-b

PASSAGE 5

Start Time:

End Time:

Direction for questions 1 to 6: *Read the passage below and solve the questions based on it.*



Deliberative democracy demands a reflexive (or reflection driven) reordering of preferences in a non-coercive manner. The authenticity of democracy requires in addition that these reflective preferences, influence collective outcomes and action, and so long as the state is the main (though far from exclusive) locus of collective decisions; it requires discursive mechanisms for transmission of public opinion to the state. A deliberative or more properly a discursive democracy, in order that it can accommodate several competing versions of democracies such as the liberal, the minimal, the difference, etc., must also accommodate rhetoric, narratives, and empathy along with reasoning. A rationality and a reasoning that does not accommodate values is meaningless. However, it is also argued that individual rationality cannot be realised if values are embedded in the decision procedures, in other words, realisation of values could be made possible only when individuals behave non-rationally. Further if values having been abandoned at the individual level are accorded a place only collectively, the same must lead to either, 'epistemological inconsistency or abandonment of autonomy of individual evaluations'. A talk or a rhetoric, otherwise, is strategic and is employed with the intention of signalling certain information. Such a talk can be, therefore, deceptive and coercive. The illocutionary force and the normative trappings of a Foucauldian discourse while allowing identification with a community and differences with the others, do simultaneously pose through coercion a threat to an utterance as such. If democracy cannot ensure utterance as freedom and if the illocutionary forces in a discursive democracy disciplines the thought and the talk, then how such a democracy could indeed be called authentic!

Most human actions and discourses are actuated by a deeper or primordial ante-deliberation Desire (let us use a capital D). Speaking as such is out of such a Desire (one might use volition or passion). Engaging in a deliberation or else in an action is possible only since there has been such a Desire. Desire appears to both the reflection and also to an observer as a mental-state. A discourse can be set only when such mental states are in harmony, or share a common predisposition or attitude. In the absence of such shared mental-states, no discourse and no deliberation can begin. A running underlying and most often unstated theme that remains at the back of the idea of deliberative democracy is competition – a competition with the 'other' which introduces strategy. The alternative to competition, a mental-state which is out of a Desire to enjoy the 'other' in the light of a memory that this 'one' and the 'other' were but the same and would again become the same, do not appear in the known Anglo-American literature. Such a mental-state might generate and keep alive possibilities, of cooperation although is never a state of cooperation alone as such.

Word Count = 469

Time Taken =

Q 1. Which of the following follows from the passage above?

- A rhetoric laden talk can generate authentic democratic collective choice.
- Irrational persons alone can have values.
- Authenticity of democracy requires a strong reflection-action interaction.
- A paradigm of competition alone can sustain an authentic democracy.

3.76 □ Reading Comprehension

- Q 2. Desire as ante-deliberation driving action refer to
- (a) irrationality of deliberation.
 - (b) uselessness of deliberation.
 - (c) desire to act without thinking.
 - (d) temporal inconsistency in a position that argues for deliberative action constituting democracy.
- Q 3. Which of the following is true from the passage?
- (a) Author argues that democracy is bound to fail.
 - (b) Author argues that Desire is primal.
 - (c) Author argues for an end to primal Desire so that an end to competition can come through.
 - (d) None of these
- Q 4. A Foucauldian discourse as used in the passage does NOT refer to
- (a) discourse based on power.
 - (b) community-based discourse.
 - (c) strategic discourse.
 - (d) None of these.
- Q 5. Which of the following words is closest to the word 'primordial' as used in the passage above?
- (a) Elemental
 - (b) Anarchist
 - (c) Animalistic
 - (d) Nihilistic
- Q 6. Which of the following captures the spirit of the position that the author hints at through the phrase 'alternative to competition'?
- (a) All the pragmatic world is a stage – a play unfolding.
 - (b) Democracy is an unruly fight among citizens.
 - (c) Socialist planning does away with the chaos of competition.
 - (d) None of these

PASSAGE 6

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

Democracies everywhere, but perhaps nowhere more so than in India, present a complex scenario of tensions between constraints and liberty, unfreedom and freedom, the imperatives of the modern national security state and the aspirations of a free citizenry. The very fact that India has repeatedly been able to mount general elections since it gained its freedom from British rule in 1947, and on a scale never before witnessed in history, is adduced as evidence of the strength of Indian democracy—an accomplishment that seems all the more remarkable given the precarious state of democracy in most of the world. Indeed, assumptions about the *robustness* of democracy in India always take as their implied referent the contrast that comes to mind with Pakistan and many other states in the global South. Pakistan has been under military rulers for 32 of its sixty years of its existence, and even



its civilian rulers have always governed with the apprehension that a coup might summarily remove them from office – as the constant tussle between Benazir Bhutto and Nawaz Sharif, each removed from office more than once to pave the way for the other, amply suggests. In Africa, democratic states have had at least as fragile an existence, and military dictatorships, despots, and authoritarian democracies have indisputably been the norm.

Word Count = 215

Time Taken =

- Q 1. What can be said about democracy in India?
- It is the epitome of freedom for all.
 - It's a mix of polarities.
 - It's superior to the other democracies.
 - It promotes tension among the masses.
- Q 2. Why does the Indian democracy appear like an accomplishment?
- Other democracies have not fared well.
 - India is far superior because of its rich culture.
 - Indians are devoted to their country.
 - It is inherently strong.
- Q 3. What is the meaning of *robustness* used in the passage?
- Status
 - Significance
 - Success
 - Debacle
- Q 4. What should be the title of the passage?
- The achievement of the Indian Democracy
 - The best democracy in the world
 - Indian democracy – the best in South Asia
 - Indian democracy – a relative success

PASSAGE 7

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage given below and solve the questions based on it.*

Enunciated by Jung as an integral part of his psychology in 1916 immediately after his unsettling confrontation with the unconscious, the transcendent function was seen by Jung as uniting the opposites, transforming psyche, and central to the individuation process. It also undoubtedly reflects his personal experience in coming to terms with the unconscious. Jung portrayed the transcendent function as operating through symbol and fantasy and mediating between the opposites of consciousness and the unconscious to prompt the emergence of a new, third posture that transcends the two. In exploring the details of the transcendent function and its connection to other Jungian constructs, this work has unearthed significant changes, ambiguities, and inconsistencies in Jung's writings. Further, it has identified two separate images of the transcendent function: (1) the narrow transcendent function, the function or process within Jung's

3.78 □ Reading Comprehension

pantheon of psychic structures, generally seen as the uniting of the opposites of consciousness and the unconscious from which a new attitude emerges; and (2) the expansive transcendent function, the root metaphor for psyche or being psychological that subsumes Jung's pantheon and that apprehends the most fundamental psychic activity of interacting with the unknown or other. This book has also posited that the expansive transcendent function, as the root metaphor for exchanges between conscious and the unconscious, is the wellspring from whence, flows other key Jungian structures such as the archetypes and the Self, and is the core of the individuation process. The expansive transcendent function has been explored further by surveying other schools of psychology, with both depth and non-depth orientations, and evaluating the transcendent function alongside structures or processes in those other schools which play similar mediatory and/or transitional roles.

Word Count = 278

Time Taken =

Q 1. The above passage is most likely an excerpt from

- (a) a research note.
- (b) an entry on a psychopathology blog.
- (c) a popular magazine article.
- (d) a scholarly treatise.

Q 2. It can be definitely inferred from the passage above that

- (a) the expansive transcendent function would include elements of both the consciousness and the unconscious.
- (b) archetypes emerge from the narrow transcendent function.
- (c) the whole work, from which this excerpt is taken, primarily concerns itself with the inconsistencies in Jung's writings.
- (d) the transcendent is the core of the individuation process.

Q 3. A comparison similar to the distinction between the two images of the transcendent function would be;

- (a) Raucous:Hilarious
- (b) Synchronicity:Ontology
- (c) Recession:Withdrawal
- (d) None of these

Q 4. As per the passage, the key Jungian structure – other than the Self – that emerges from the expansive transcendent function may NOT be expressed as a(n):

- (a) Stereotype
- (b) Anomaly
- (c) Idealized model
- (d) Original pattern

PASSAGE 8

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*



Can poor countries afford to be green? That is a question which politicians in the developing world have often asked pointedly. To them, it seems that the obsession of some rich type with preserving forests and saving cuddly animals like pandas or lemurs, while paying less attention to the human beings living nearby, is both cynical and hypocritical. There is of course plenty of evidence that greenery and growth are not polar opposite. After decades of expansion in China and other fast-emerging economies, some of the negative side-effects and their impact on human welfare, above all the death toll caused by foul air and water, are horribly clear. Yet the relationship between growth and the state of environment is far from simple. Some experts feel that poor countries have been quiet right to challenge the sort of green orthodox which rejects the very idea of economic growth. Indeed, the single biggest variable in determining the country's ranking is income per head. But that does not imply that economic growth automatically leads to an improvement in the environment. Growth does offer solutions to the sorts of environmental woes (local air pollution, for example), that directly kill humans. This matters, because about a quarter of all deaths in the world have some link to environmental factors. Most of the victims are poor people who are already vulnerable because of bad living conditions, lack of access to medicine, and malnutrition. Among the killers especially of children, in which the environment plays the role, are diarrhoea, respiratory and infections and malaria. These diseases reinforce a vicious circle of poverty and hopelessness by depressing production. According to the World Bank the economic burden on society caused by bad environmental health amounts to between 2% and 5% of GDP. As poor countries get richer, they usually invest heavily in environmental improvements, such as cleaning up water supplies and improving sanitation, that boost human health. But the link between growth and environmentally benign outcomes is, much less clear when it comes to the sort of pollution that fouls up nature (such as acid rain, which poisons lakes and forests) as opposed to directly killing human beings. The key to addressing that sort of pollution is not just money but good governance. Hence, the poor Dominican Republic is much healthier than nearby Haiti, Costa Rica is far ahead of Nicaragua, in spite of broadly similar nature and resources, and wealthy Belgium is the sick man of Western Europe, with an environmental record worse than that of many developing countries.

Word Count = 420

Time Taken =

Q 1. The passage DOES NOT talk about

- (a) the impact of environmental health no economic growth.
- (b) factors determining good governance.
- (c) the impact of economic growth on environment health.
- (d) environmental factors affecting child mortality.

Q 2. Which one of the following statements CANNOT be inferred from the passage?

- (a) Fast-emerging economies are responsible for polluting their environment.
- (b) Bad environmental health affects a country's production.

3.80 □ Reading Comprehension

- (c) Environment can be protected only after economic prosperity has been achieved.
- (d) The link between the state of the environment and human health is ambiguous.

Q 3. The MOST APPROPRIATE title for the passage would be:

- (a) How Green is Their Growth?
- (b) Green Orthodoxy
- (c) Growth vs Greenery
- (d) Global Warming

Q 4. Which one of the following can be MOST APPROPRIATELY inferred from the passage?

- (a) Environmental health should be the single biggest variable in determining a country's ranking.
- (b) Poor countries cannot afford to save forests or protect cuddly animals.
- (c) Haiti, Nicargagua and Belgium are the most polluted countries in the world.
- (d) Economic progress can help to ease environmental woes, as long as the governance is good.

PASSAGE 9

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage given below and solve the questions based on it.*

The starting point for our discussion is the common view expressed in the saying 'Necessity is the mother of invention.' That is, inventions supposedly arise when a society has an unfulfilled need. Would be inventors, motivated by the prospect of money or fame, perceive the need and try to meet it. Some inventor finally comes up with a solution superior to an existing, unsatisfactory technology. Society adopts the solution if it is compatible with the society's values and other technologies. Some inventions do conform to this common sense view of necessity as inventions' mother. Eli Whitney's 1794 invention of a cotton gin to replace laborious hand cleaning of cotton, and James Watt's 1769 invention of steam engine to solve the problem of pumping out water out of British coal mines were some such instances. These familiar examples deceive us into assuming that other major inventions were also responses to perceived needs. In fact, many or most inventions were developed by people driven by curiosity or by a love of tinkering, in the absence of any initial demand for the product they had in mind. Once a device had been invented, the inventor then had to find an application for it. Only after it had been in use for a considerable time did consumers come to feel that they needed it. Still other devices, invented to serve one purpose, eventually found most of their use for other, unanticipated purposes. Some inventions in search of an initial use included most of the major technological breakthroughs of modern times, including the airplane, the automobile, internal combustion engine, electric light bulb, the phonograph and transistor. Thus, invention is often the mother of necessity, rather than



vice versa. For example, when Edison built his first phonograph in 1877, he published an article listing ten uses to which his invention might be put. Reproduction of music did not figure high on that list. Only after 20 years, did Edison reluctantly concede that the main use of his phonograph was to play and record music.

Again, when Nikolaus Otto built his first gas engine, in 1866, horses had been supplying people's land transportation needs for nearly 600 years, supplemented increasingly by steam-powered railroads, for several decades. There was no crisis in the availability of horses, no dissatisfaction with railroads. In 1896, Gottfried Daimler built the first truck. In 1905, motor vehicles were still expensive, unreliable toys for the rich. Public contentment with horses and railroads remained high until World War I, when the military concluded that it really did need trucks. Intensive postwar lobbying by truck manufacturers and armies finally convinced the public of its own needs and enabled trucks to begin to supplant horse drawn wagons in industrialized countries. Thus the common sense view of invention that served as our starting point reverses the role of invention and need, and probably overstates the importance of rare geniuses such as Watt and Edison. That 'Heroic Theory of Invention' is encouraged by patent law, because an applicant for a patent must prove the novelty of the invention submitted. Inventors thereby have a financial incentive to denigrate or ignore previous work. In truth, technology develops cumulatively, and through the inventions and improvements of many predecessors and successors; rather than in isolated heroic acts, and it finds most of its uses after it has been invented, rather than being invented to meet a foreseen need.

Word Count = 562

Time Taken =

Q 1. The MOST APPROPRIATE title for the passage would be:

- (a) Mother of Necessity
- (b) Inventors or Villains
- (c) The Heroic Theory of Invention
- (d) Inventions, not Necessities

Q 2. Which of the following statements is INCORRECT as per the given passage?

- (a) Patent laws facilitate unnecessary inventions.
- (b) Inventions give rise to needs in society.
- (c) Curiosity is the mother of invention.
- (d) The military helped to popularize the use of trucks.

Q 3. According to the passage:

- (a) Airplanes and automobiles were invented out of curiosity.
- (b) Curiosity and necessity are the main obstacles for invention.
- (c) The applications of an invention are often not apparent immediately.
- (d) Society helps to fulfill an inventor's need for money and fame.

Q 4. The last sentence of the passage implies that

- (a) the author does not believe in the concept of 'heroic inventions'.
- (b) an invention does not always have to be in response to some perceived need.
- (c) isolated heroic acts do not give rise to inventions.
- (d) initial inventors are never recognized.

PASSAGE 10



Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage given below and solve the questions based on it.*

'Beliefs' soften the hardships, even can make them pleasant. In God, man can find very strong consolation and support. Without him, man has to depend upon himself. At testing moments, vanity, if any, evaporates and man cannot dare to defy the general beliefs; if he does, then we must conclude that he has got certain other strengths than mere vanity. This is exactly the situation now. Judgment is already too well-known. Within a week it is to be pronounced. What is the consolation with the exception of the idea that I am going to sacrifice my life for a cause? A God-believing Hindu might be expecting to be reborn as a king, a Muslim or a Christian might dream of the luxuries to be enjoyed in paradise and the reward he is to get for his sufferings and sacrifices. But what am I to expect? I know the moment the rope is fitted round my neck and rafters removed, form under my feet: that will be the final moment, that will be the last moment. I, or to be more precise, my soul, as interpreted in the metaphysical terminology, shall all be finished there. Nothing further.

A short life of struggle with no such magnificent end shall in itself be the reward if I have the courage to take it in that light. That is all. With no selfish motive or desire to be awarded here or hereafter, quite disinterestedly have I devoted my life to the cause of independence, because I could not do otherwise. The day we find a great number of men and women with this psychology who cannot devote themselves to anything else than the service of mankind and emancipation of the suffering humanity that day shall inaugurate the era of liberty.

Not to become a king nor to gain any other rewards here, or in the next birth or after dearth in paradise, shall they be inspired to challenge the oppressors, exploiters, and tyrants, but to cast off the yoke of serfdom from the neck of humanity and to establish liberty and peace shall they tread this to their individual selves perilous and to their noble selves the only glorious imaginable path. Is the pride in their noble cause to be misinterpreted as vanity? Who dares to utter such an abominable epithet? To him, I say either he is a fool or a knave. Let us forgive him for he cannot realize the depth, the emotion, the sentiment and the noble feelings that surge in that heart. His heart is dead as a mere lump of flesh, his eyes are weak, the evils of other interests having been cast over them. Self-reliance is always liable to be interpreted as vanity. It is sad and miserable but there is no help.

You go and oppose the prevailing faith, you go and criticize a hero, a great man, who is generally believed to be above criticism because he is thought to be infallible, the strength of your argument shall force the multitude to decry you as vainglorious. This is due to the mental stagnation: criticism and independent thinking are the two indispensable qualities of a revolutionary. Because Mahatmaji is great, therefore none should criticize him. Because he has risen above, therefore everything he says: may be in the field of politics or religion, economics or ethics is right. Whether you are convinced or not you must say, 'Yes. That's true'. This mentality does not lead towards progress. It is rather too obviously, reactionary.



Word Count = 583

Time Taken =

Q 1. Which one of the following statements can be deduced from the above passage?

- (a) Individuals who neither believe in God nor in the infallibility of great men are arrogant.
 - (b) Belief is convenient as it even makes a hard reality at present more bearable because of a promise of a better future.
 - (c) Only some individuals are able to attain greatness and by following them uncritically the society can make significant progress.
 - (d) If you do not believe in God, then you can never hope to achieve anything great in life.

Q 2. Which of the following statements BEST captures the essence of the passage?

- (a) When we criticize a great man like Mahatmaji, we are motivated by arrogance and a desire to question anything good through meaningless arguments.
 - (b) All human beings ought to desist from believing anything in order to be able to achieve something meaningful.
 - (c) The author is trying to present his defence for not believing in the existence of God, even though it is probably more convenient to do so, than going against the generally accepted norms of the society.
 - (d) It is wrong to believe in God for achieving kingship or for rewards in this world, or for paradise after death, and instead, one should believe in God without expecting anything in return.

Q 3. The word 'vainglorious' as used in the passage is EXACTLY OPPOSITE in meaning to:

Q 4. Which of the following statements is NOT TRUE as per the passage?

- (a) Pride in a noble cause should not be interpreted as vanity.
 - (b) Service to mankind is the ultimate path to freedom.
 - (c) Criticizing heroes and great men can lead to progress.
 - (d) The author is upset because he has nothing to expect in the afterlife.

PASSAGE 11

Start Time:

End Time:

Direction for questions 1 to 6: *Read the passage below and solve the questions based on it.*

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

3.84 □ Reading Comprehension

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 principal actors and groups. For the United States, which did not want a new Organisation, 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 rule-based system and by the symbolic value of a trade Organisation, 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 rule-based system with those gains. This reasoning—replicated in many countries—was contained in US 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 rule-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 The World Trade Organization (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 principal actors and groups. For the United States, which did not want a new organisation, 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 rule-based system and by the symbolic value of a trade Organisation, 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 US 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 organisations based on rules, and it is inevitable that an Organisation 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 maximise. 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 cooperation, 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 (EU). 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 recognised 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 cooperation.

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,

3.86 □ Reading Comprehension

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.

Word Count = 1211

Time Taken =

Q 1. What could be the closest reason why the 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.

Q 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.

Q 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.

Q 4. In the method of interpretation of the European Court of Justice,

- (a) current policies needed 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.

Q 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 Kantor’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.



- Q 6. The importance of Cassis de Dijon is that it
- gave a new impetus to the momentum of legal development at the European Court of Justice.
 - resulted in a decision that expanded incrementally the EU's internal market.
 - strengthened the role of the Court more than envisaged in the Treaty of Rome.
 - led to a doctrine that was a key turning point in European integration.

PASSAGE 12

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

It is being projected a boon for the agricultural sector. In reality, it will be the beginning of the end for Indian farmers. It has happened in the west. Ever since big retail – dominated by multi-brand retailers has entered the market, farmers have disappeared and poverty has increased. Today, not more than seven lakh farmers remain on the farms in the west. According to a report, every minute one farmer quits agriculture. Farmers' income have come down by more than forty per cent. These days low supermarket prices are being cited as the reason for the **exodus** of dairy farmers too. It is, therefore, futile to expect the supermarkets rescuing farmers in India.

Despite the destruction of farming globally, administrators in India are *gung-ho* about allowing foreign direct investment in multi-brand retailing. 'The agriculture sector needs well functioning markets to drive growth, employment and economic prosperity in rural areas,' says a discussion paper.

Since 2006, India has allowed a partial opening up of the retail sector. Have these retail units benefited Indian farmers and the consumers? The answer is number the argument for setting up of big retail chains is that the supermarket chains will squeeze out the middlemen thereby providing higher prices to farmers and at the same time provide large investments for the development of post-harvest infrastructure. All these claims are untrue, and big retail has not helped farmers anywhere in the world.

If the supermarkets were so efficient, why is the west providing a massive subsidy for agriculture? After all, the world's biggest retail giants are based in the west and it should have helped their farmers become economically viable. But it did not happen. Till 1950, a farmer who would receive about seventy per cent of what was spent on food receives no more than, 3 to 4 per cent today. And that is why the farmers there are being supported in the form of direct income support by the government.

A report by the Organization for Economic Cooperation and Development (OECD), a group comprising the richest 30 countries in the world, states explicitly that farm subsidies rose by 22 per cent in 2008. In just 2009, industrialized countries provided a subsidy of Rs. 1,260 billion. And it is primarily for this reason that farm income is lucrative. Take the

3.88 □ Reading Comprehension

Netherlands: the average farm family income is 275 per cent of the average household income. This is because of farm subsidies, not supermarkets. India is, therefore, importing a failed model from the west especially when India is incapable of providing such heavy subsidies to its farmers.

Regarding employment, big tail does not squeeze out middlemen from the food chain. Supermarkets claim that they remove middlemen and therefore are able to provide a higher price to farmers. In reality what happens is the opposite. Supermarkets are themselves the big middlemen. They replace the small fish supermarkets replace the plethora of small middlemen. The *muneem* clad in a *dhoti-kurta* is replaced by a smartly dressed up middlemen. So while the farmer **pauperizes** the profit of supermarkets multiple.

Based on biased studies by consultancy firms and some institutes, it is believed that supermarkets will create employment and therefore help in ameliorating poverty. This is a flawed assumption. Lessons need to be drawn from a 2004 study done at Pennsylvanian State University. The authors measured the impact of a retail boom on poverty in various adjoining states. The comprehensive study clearly **brings out** that those American states that had more retail stores in 1987, had higher poverty rates by 1999 than the states where fewer stores were set up.

At stake is the livelihood security of 120 lakh small shopkeepers, 4 crores hawkers and at least 20 crores (of the 60 crores) small farmers. What is needed is more public sector investment in setting up a chain of *mandis* across the country. Providing an assured market and reasonable procurement price is what Indian farmers need. This has to be supplemented by a network of food-grain banks at *Panchayat* level that assure local production and distribution.

Word Count = 674

Time Taken =

Q 1. Why does the author disagree with the idea that big retail stores can salvage farmers condition in India?

- (a) The farmers in India still prefer to sell their produce to local middlemen and *mandis* than to the big retail stores.
- (b) There have been examples throughout the world that the big retail chains further deteriorate the condition of the farmers.
- (c) Big retail chains buy the farmers produce at a much lower cost as compared to the present middlemen.
- (d) The government subsidies to the farmers selling their produce directly to big retail stores is far lesser than the ones who sell their produce to the government itself.

Q 2. Which of the following is true in context of the passage?

- (a) Noticing the state of farmers in the west owing to the advent of retail giants, Indian administrators are not too keen to allow multigrain retailing in India.
- (b) Supermarket chains have provided large investments for the development of post harvest infrastructure.
- (c) Supermarkets have indeed helped in making farming a lucrative business.
- (d) The retail chains have failed to benefit the farmers thus forcing the government to come to their rescue.

Q 3. Which of the following have been the arguments for setting up big retail stores in India?





- A. The retail chains would sell the farmers produce at a comparatively higher price than the smaller shops so as to improve the farmer's profit.
 - B. The retail chains would drive the middlemen out of the system, thus improving farmer's profit margin.
 - C. Big retail chains in the west have been taking strides of growth and have been benefiting the farmers.
 - D. The big retail chains would provide an organized market which would bring about growth in the rural areas.
- (a) Only A and C
 (b) Only C and D
 (c) Only A, C and D
 (d) Only B and D
- Q 4. Which of the following would be the most appropriate title for the given passage?
- (a) Multi brand retailing – making farming more lucrative.
 (b) Supermarkets – towards employment and growth in rural areas.
 (c) Supermarket – a super risk for farmers.
 (d) Allowing Supermarkets in India – why are administrators unwilling?

PASSAGE 13

Start Time:

End Time:

Direction for questions 1 to 5: *Read the passage below and solve the questions based on it.*

The modern world requires us to repose trust in many anonymous institutions. We strap ourselves in a flying tin can with two hundred other people not because we know the pilot but because we believe that airline travel is safe. Our trust in these institutions depends on two factors: skill and ethics. We expect that the people who run these institutions know what they are doing. That they build and operate machines that work as they are supposed to and that they are looking out for our welfare even though we are strangers.

When one of these factors is weak or absent, trust breakdown and we either pay a high price in safety-as in the Bhopal tragedy-or a large welfare premium such as the elaborate security measures at airports. Trust-deficient environments work in the favour of the rich and powerful, who can command **premium** treatment and afford welfare premiums. Poor people can command neither; which is why air travel is safer than train travel, which in turn is safer than train travel, which in turn is safer than walking by the road side.

Every modern society depends on the trust in the skills and ethics of a variety of institutions such as schools and colleges, hospitals and markets. If we stopped believing in the **expertise** of our teachers, doctors and engineers, we will stop being a modern society.

As the Institution among institutions, it is the duty of the state to ensure that all other institutions meet their ethical **obligations**. The Indian state has failed in its regulatory role schools to turn out good graduates, we well trained engineers and we cannot guarantee that our engineers will turn out to be good products.

3.90 □ Reading Comprehension

Last year, I was invited to speak at an undergraduate research conference. Most of the participants in this conference were students at the best engineering colleges in the State. One student who was driving me back and forth **recounted** a story about the previous year's final examination. One of his papers had a question from a leading text book to which the textbook's answer was wrong. The student was in a dilemma: should he write the (wrong) answer as given in the textbook or should he write the right answer using his own analytical skills. He decided to do the latter and received a zero on that question. Clearly, as the student had suspected, the examiners were looking at the textbook answer while correcting the examination papers instead of verifying its correctness.

The behaviour of these examiners is a breakdown of institutional morals, with consequences for the skills acquired by students. I say institutional morals, for the failure of these examiners is not a personal failure. At the same conference, I met a whole range of college teachers, all of whom were drafted as examiners at some time or the other. Without exception, they were dedicated individuals who cared about the education and welfare of their students. However, when put in the institutional role of evaluating an anonymous individual, they fail in fulfilling their responsibilities. When some of our best colleges are run in this fashion, is it any wonder that we turn out **unskilled** engineers and scientists? It, as we are led to expect, there is a vast increase in education at all levels and the regulatory regime is as weak as it is currently. Is not it likely that the trust deficit is only going to increase?

We are all aware of the consequences of ignoring corruption at all jewels of society. While institutional failures in governance are obvious, I think the real problem lies deeper, in the failure of every day institutions that are quite apart from institutions that impinge on our lives only on rare occupying on our lives only on rare occasions. It is true that our lives are made more **miserable** by government officials demanding bribes for all sorts of things, but what about the everyday lying and cheating and breaking of rules with people who are strangers?

Let me give you an example that many of us have experienced. I prefer buying my fruits and vegetables from roadside vendors rather than chain stores. To the vendor, I am probably an ideal customer, since I do not bargain and I do not take hours choosing the best pieces, instead, letting the vendor do the selecting. The market near my house is quite busy: as a result, most vendors are selling their wares to strangers. It takes a while before a particular vendor realizes that I am a **repeat** customer, in such a situation trust is crucial. I have a simple rule: if a vendor **palms off** a bad piece whose defects are obvious, I never go back to that person again it is amazing how often that happens.

In my opinion, the failure of institutional ethics is as much about these little abuses of trust as anything else. Everyday thievery is like roadside trash: if you let it accumulate the whole neighbourhood stinks.

Word Count = 833

Time Taken =

- Q 1. What is the meaning of the phrase **palms off** as used in the passage?
- (a) Steals from
 - (b) Hides away from
 - (c) Buys quickly
 - (d) Passes on by deception
- Q 2. Why according to the author do people repose trust in institutions they do not know?



- (a) The marketing strategies adopted by these institutions make them trustworthy in the eyes of the public.
- (b) Many other people before them have done the same thing thus they feel safe.
- (c) People learn from the experiences of their richer counterparts who have availed of the services of these institutions.
- (d) They believe that these institutions have the requisite knowledge and will act only in favour of the general public.

Q 3. Which of the following is possibly the most appropriate title for the passage?

- (a) Modifications in Institutional Ethics.
- (b) Little Deceptions Add to Larger Trust-Deficit.
- (c) India-A Country Without Ethics.
- (d) Failure of the Government.

Q 4. What according to the author happens when there is a breakdown of trust?

- A. Less affluent people have to compromise on quality.
- B. Our well-being is compromised.
- C. We pay a higher prices for services.
- (a) Only A
- (b) Only A and C
- (c) Only B and C
- (d) All A, B and C

Q 5. Why according to the author, do institutional failures in governance not matter on a larger-scale?

- (a) The general public does not care about the failures of these institutions as they do not feature in their lives at all.
- (b) Such institutional failures are almost non-existent and do not occur often to matter to the public.
- (c) These intrude in our lives only under exceptional circumstances whereas the everyday lies contribute to much more.
- (d) These are a part of every country's problems and are taken with a pinch of salt by the public.

PASSAGE 14

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

A pioneering new book, **Gender and Green Governance**, explores a central question: if women had adequate representation in forestry institutions, would it make a difference to them, their communities, and forests as a national resource? Interview with the author.

Why has access to forests been such a conflict-ridden issue?

This is not surprising. Forests constitute not just community and national wealth, but global wealth. But for millions, forests are also critical for livelihoods and their daily lives.

3.92 □ Reading Comprehension

Your first book, **Cold Hearts and Barren Slopes** (1986), was about forests. Is there an evolution of argument here?



Yes indeed: in **Cold Hearts and Barren Slopes**. I had argued that social forestry, with its top down implementation and focus on commercial species, was neither social nor forestry, and would protect neither forests nor village livelihoods. The answer I argued, lay in allowing forests communities to manage local forests. Finally in 1990. India launched the joint forest management programme and Nepal also started community forestry. So I decided to see for myself how community forestry was actually doing.

Between 1995 and 1999, I travelled extensively across India and Nepal and found **paradox**: Forests were indeed becoming greener but women's problem of firewood shortages persisted and in many cases had become more **acute**. Also, despite their high stakes in forests, women continued to agree. I coined the term 'participatory exclusions' to describe this. How women's exclusion. I ask: what if women were present in forest governance? What difference would that make?

But has this question not been raised before?

Economists researching environmental collective action have paid little attention to gender. Scholars from other disciplines focusing on gender and governance have been concerned mainly with women's near absence from governance institutions. The presumption is that once women are present, all good things will follow. But can we assume this? Not Rural women's relationship with forests is complex.

On the one hand, their everyday dependence on forests for firewood fodders. etc, creates a strong stake in dependence can compel them to extract heavily from forests. As one landless woman told me: of course it hurts me to cut a **green** branch but what do I do if my children are hungry? Taking an agnostic position I decided to test varied propositions, **controlling** for other factors.

What did you find?

First, women's greater presence enhances their effective voice in decision-making. And there is a critical mass effect: if forests management groups have 25-33 per cent female members in their executive committees, it significantly increases the likelihood of women attending meetings, speaking up and holding office. However, the inclusion of landless women makes a particular difference. When present in sufficient numbers they are more likely to attend meetings and voice their concerns than landed women. So what matters is not just including more women, but more poor women.

Second, and unexpectedly, groups with more women typically make stricter forest use rules. Why is this case? Mainly because they receive poorer forests from the forest department. To regenerate these, they have to sacrifice their immediate needs. Women from households with some land have some fallback. But remarkably even in groups with more landless women, although extraction is higher, they still balance self-interest with conservation goals, when placed in decision-making positions.



Third, groups with more women outperform other groups in improving forest conditions, despite getting poorer forests. Involving women substantially improves protection and conflict resolution. Helps the use of their knowledge of local biodiversity, and raises children's awareness about conservation.

Word Count = 581

Time Taken =

Q 1. Which of the following is one of the reasons of forests being a conflict-ridden issue?

- (a) Some countries have larger forest cover.
- (b) There is less awareness about global warming.
- (c) High dependence of many on forests.
- (d) Less representation of women.

Q 2. In the second question, the interviewer asked – 'Is there an evolution of argument here? Which of the following best describes that?'

- (a) From Barren to Greener slopes.
- (b) From local groups to local groups with more women.
- (c) A fine balance between conservation and commercial forestry.
- (d) Top-down approach to community forestry.

Q 3. Why does author say, 'Rural women's relationship with forests is complex'?

- (a) Dependence forces them to extract and also have concern for conservation.
- (b) If they protect forests, their livelihood is severely affected.
- (c) Poor women have been excluded from forest management.
- (d) They cannot be asked to restore forests which are critical for them.

Q 4. Landless women, when in decision-making role:

- (a) Extract much more from forest.
- (b) Improve their own financial status.
- (c) Do not care for forest.
- (d) Are able to meet conservation objectives as well as their own interest.

PASSAGE 15

Start Time:

End Time:

Direction for questions 1 to 3: *Read the passage below and solve the questions based on it.*

In the annals of investing, Warren Buffett stands alone. Starting from scratch, simply by picking stocks and companies for investment, Buffett amassed one of the epochal fortunes of the twentieth century. Over a period of four decades more than enough to iron out the effects of fortuitous rolls of the dice, Buffett outperformed the stock market, by a stunning margin and without taking undue risks or suffering a single losing year. Buffett did this in markets bullish and bearish and through economies fat and lean, from

3.94 □ Reading Comprehension



the Eisenhower years to Bill Clinton, from the 1950s to the 1990s, from saddle shoes and Vietnam to junk bonds and the information age. Over the broad sweep of post war America, as the major stock averages advanced by 11 per cent or so a year, Buffett racked up a compounded annual gain of 29.2 per cent. The uniqueness of this achievement is more significant because it was the fruit of old-fashioned, long-term investing. Wall Street's modern financiers got rich by exploiting their control of the public's money: their essential trick was to take in and sell out the public at opportune moments. Buffett shunned this game, as well as the more venal excesses for which wall Street is deservedly famous. In effect, he rediscovered the art of pure capitalism, a cold-blooded sport, but a fair one. Buffett began his career, working out his study in Omaha in 1956. His grasp of simple verities gave rise to a drama that would recur throughout his life. Long before those pilgrimages to Omaha, long before Buffett had a record, he would stand in a corner at college parties, baby-faced and bright-eyed, holding forth on the universe as a dozen or two of his older, drunken fraternity brothers crowded around. A few years later, when these friends had metamorphosed into young associates starting out on Wall Street, the ritual was the same. Buffett, the youngest of the group, would plop himself in a big, broad club chair and expound on finance while the others sat at his feet. On Wall Street, his homespun manner made him a cult figure. Where finance was so forbiddingly complex, Buffett could explain it like a general-store clerk discussing the weather. He never forgot that underneath each stock and bond, no matter how arcane, there lay a tangible, ordinary business. Beneath the jargon of Wall Street, he seemed to unearth a street from small-town America. In such a complex age, what was stunning about Buffett was his applicability. Most of what Buffett did was imitable by the average person (this is why the multitudes flocked to Omaha). It is curious irony that as more Americans acquired an interest in investing, Wall Street became more complex and more forbidding than ever. Buffett was born in the midst of depression. The depression cast a long shadow on Americans, but the post war prosperity eclipsed it. Unlike the modern portfolio manager, whose mindset is that of a trader, Buffett risked his capital on the long-term growth of a few select businesses. In this, he resembled the magnates of a previous age, such as J P Morgan Sr.

As Jack Newfield wrote of Robert Kennedy, Buffett was not a hero, only a hope; not a myth, only a man. Despite his broad wit, he was strangely stunted. When he went to Paris, his only reaction was that he had no interest in sight-seeing and that the food was better in Omaha. His talent sprang from his unrivaled independence of mind and ability to focus on his work and shut out the world, yet those same qualities exacted a toll. Once, when Buffett was visiting the publisher Katharine Graham on Martha's Vineyard, a friend remarked on the beauty of the sunset. Buffett replied that he had not focused on it, as though it were necessary for him to exert a deliberate act of concentration to 'focus' on a sunset. Even at his California beachfront vacation home, Buffett would work every day for weeks and not go near the water. Like other prodigies, he paid a price. Having been raised in a home with more than its share of demons, he lived within an emotional fortress. The few people who shared his office had no knowledge of the inner man, even after decades. Even his children could scarcely recall a time when he broke through his surface calm and showed some feeling. Though part of him is a showman or preacher, he is essentially a private person. Peter

Lynch, the mutual fund wizard, visited Buffett in the 1980s and was struck by the tranquillity in his inner sanctum. His archives, neatly alphabetized in metal filing cabinets, looked as files had in another era. He had no armies of traders, no rows of electronic screens, as Lynch did. Buffett had no price charts, no computer – only a newspaper clipping from 1929 and an antique ticker under a glass dome. The two of them paced the floor, recounting their storied histories, what they had bought, what they had sold. Where Lynch had kicked out his losers every few weeks, Buffett had owned mostly the same few stocks for years and years. Lynch felt a pang, as though he had travelled back in time. Buffett's one concession to modernity is a private jet. Otherwise, he derives little pleasure from spending his fabulous wealth. He has no art collection or snazzy car, and he has never lost his taste for hamburgers. He lives in a commonplace house on a treelined block, on the same street where he works. His consuming passion – and pleasure – is his work,

Word Count = 933

Time Taken =

Q 1. 'Saddle shoes and Vietnam', as expressed in the passage, refers to:

- I. Denier cri and Vietnam war
 - II. Growth of leather footwear industry and Vietnam shoe controversy
 - III. Modern U.S. population and traditional expatriates
 - IV. Industrial revolution and Vietnam Olympics
 - V. Fashion and Politics
- (a) I and V (b) II and IV
 (c) III and V (d) II and III

Q 2. Identify the correct sequence:

- I. Depression → Eisenhower → Microsoft
 - II. California → New York → Omaha
 - III. J. P. Morgan → Buffett → Bill Gates
 - IV. Mutual funds → Hedge funds → Brokers
- (a) I and II (b) I and III
 (c) II and IV (d) III and IV

Q 3. Choose the most appropriate answer: according to the author, Warren Buffett was

- I. simple and outmoded.
 - II. against planned economy and technology.
 - III. deadpan.
 - IV. spiritually raw.
- (a) I and IV (b) II and IV
 (c) III and IV (d) I and III

PASSAGE 16

Start Time:

End Time:

Direction for questions 1 to 6: Read the passage given below and solve the questions based on it.

3.96 □ Reading Comprehension



There are a seemingly endless variety of laws, restrictions, customs and traditions that affect the practice of abortion around the world. Globally, abortion is probably the single most controversial issue in the whole area of women's rights and family matters. It is an issue that inflames women's right groups, religious institutions, and the self-proclaimed 'guardians' of public morality. The growing worldwide belief is that the right to control one's fertility is a basic human right. This has resulted in a worldwide trend towards liberalization of abortion laws. Forty per cent of the world's population live in countries where induced abortion is permitted on request. An additional 25 per cent live in countries where it is allowed if the women's life would be endangered if she went to full term with her pregnancy. The estimate is that between 26 and 31 million legal abortions were performed in 1987. However, there were also between 10 and 22 million illegal abortions performed in that year.

Feminists have viewed the patriarchal control of women's bodies as one of the prime issues facing the contemporary women's movement. They observe that the definition and control of women's reproductive freedom have always been the province of men. Patriarchal religion, as manifest in Islamic fundamentalism 'traditionalist Hindu practice, orthodox Judaism, and Roman Catholicism, has been an important historical contributory factor for this and continues to be an important presence in contemporary societies. In recent times, governments, usually controlled by men, have given women the right to contraceptive use and abortion access when their countries were perceived to have an overpopulation problem.' When these countries are perceived to be underpopulated, that right has been absent. Until the nineteenth century, a woman's rights to an abortion followed English common law; it could only be legally challenged if there was a 'quickening', when the first movements of the foetus could be felt. In 1800, drugs to induce abortions were widely advertised in local newspapers. By 1900, abortion was banned in every state except to save the life of the mother. The change was strongly influenced by the medical profession, which focussed its campaign ostensibly on health and safety issues for pregnant women and the sanctity of life. Its position was also a means of control of non-licensed medical practitioners such as midwives and women healers who practiced abortion.

The anti-abortion campaign was also influenced by political considerations. The large influx of eastern and southern European immigrants with their large families was seen as a threat to the population balance of the future United States. Middle and Upper class Protestants were advocates of abortion as a form of birth control. By supporting abortion prohibitions the hope was that these Americans would have more children and thus prevent the tide of immigrant babies from overwhelming the demographic characteristics of Protestant America.

The anti-abortion legislative position remained in effect in the United States through the first sixty-five years of the twentieth century. In the early 1960s, even when it was widely known that the drug thalidomide taken during pregnancy to alleviate anxiety was shown to contribute to the formation of deformed 'flipper-like' hands or legs of children, abortion was illegal in the United States. A second health tragedy was the severe outbreak of rubella during the same time period, which also resulted in major birth defects. These tragedies combined with a change of attitude towards a woman's right to privacy lead a number of states to pass abortion-permitting legislation.



On one side of the controversy are those who call themselves 'pro-life'. They view the foetus as a human life rather than as an unformed complex of cells; therefore, they hold to the belief that abortion is essentially murder of an unborn child. These groups cite both legal and religious reasons for their opposition to abortion. Pro-lifers point to the rise in legalized abortion figures and see this as morally intolerable. On the other side of the issue are those who call themselves 'pro-choice'. They believe that women, not legislators or judges, should have the right to decide whether and under what circumstances they will bear children. Pro-choicers are of the opinion that laws will not prevent women from having abortions and cite the horror stories of the past when many women died at the hands of 'backroom' abortionists and in desperate attempts to self-abort. They also observe that legalized abortion is especially important for rape victims and incest victims who became pregnant. They stress physical and mental health reasons why women should not have unwanted children.

To get a better understanding of the current abortion controversy, let us examine a very important work by Kristin Luker titled *Abortion and the Politics of Motherhood*. Luker argues that female pro-choice and pro-life activists hold different world views regarding gender, sex, and the meaning of parenthood. Moral positions on abortions are seen to be tied intimately to views on sexual behaviour, the care of children, family life, technology, and the importance of the individual. Luker identifies 'pro-choice' women as educated, affluent, and liberal. Their contrasting counterparts, 'pro-life' women, support traditional concepts of women as wives and mothers. It would be instructive to sketch out the differences in the world views of these two sets of women. Luker examines California, with its liberalized abortion law, as a case history. Public documents and newspaper accounts over a twenty-year period were analyzed and over 200 interviews were held with both pro-life and pro-choice activists.

Luker found that pro-life and pro-choice activists have intrinsically different views with respect to gender. Pro-life women have a notion of public and private life. The proper place for men is in the public sphere of work; for women, it is the private sphere of the home. Men benefit through the nurturance of women; women benefit through the protection of men. Children are seen to be the ultimate beneficiaries of this arrangement by having the mother as a full-time loving parent and by having clear role models. Pro-choice advocates reject the view of separate spheres. They object to the notion of the home being the 'women's sphere'. Women's reproductive and family roles are seen as potential barriers to full equality. Motherhood is seen as a voluntary, not a mandatory or 'natural' role.

In summarizing her findings, Luker believes that women become activists in either of the two movements as the end result of lives that centre around different conceptualizations of motherhood. Their beliefs and values are rooted to the concrete circumstances of their lives, their education, income, occupations, and the different marital and family choices that they have made. They represent two different world views of women's roles in contemporary society and as such the abortion issues represents the battleground for the justification of their respective views.

Word Count = 1121

Time Taken =

3.98 □ Reading Comprehension

- Q 1. According to your understanding of the author's arguments which countries are more likely to allow abortion?
- (a) India and China
 - (b) Australia and Mongolia
 - (c) Cannot be inferred from the passage
 - (d) Both (a) and (b)
- Q 2. Which amongst these was **not** a reason for banning of abortions by 1900?
- (a) Medical professionals stressing the health and safety of women.
 - (b) Influx of eastern and southern European immigrants.
 - (c) Control of unlicensed medical practitioners.
 - (d) A tradition of matriarchal control.
- Q 3. A pro-life woman would advocate abortion if
- (a) the mother of an unborn child is suicidal.
 - (b) bearing a child conflicts with a woman's career prospects.
 - (c) the mother becomes pregnant accidentally.
 - (d) None of these.
- Q 4. Pro-choice women object to the notion of the home being the 'women's sphere' because they believe
- (a) that the home is a 'joint sphere' shared between men and women.
 - (b) that reproduction is a matter of choice for women.
 - (c) that men and women are equal.
 - (d) Both (b) and (c)
- Q 5. Two health tragedies affecting U.S. society in the 1960s led to
- (a) a change in attitude to women's right to privacy.
 - (b) retaining the anti-abortion laws with some exceptions.
 - (c) scrapping of anti-abortion laws.
 - (d) strengthening of the pro-life lobby.
- Q 6. Historically, the pro-choice movement has got support from, among others:
- (a) major patriarchal religions.
 - (b) countries with low population density.
 - (c) medical profession.
 - (d) None of these.

PASSAGE 17

Start Time:

End Time:

Direction for questions 1 to 6: *Read the passage below and solve the questions based on it.*

Every conscious mental state has a qualitative character that we refer to as mood. We are always in a mood that is pleasurable or unpleasurable to some degree. It may be that bad moods relate to their being too positive reinforcement in a person's current life and too many punishments. In any case, moods are distinguished from emotions proper by not being tied to any specific object. But, this distinction is not watertight, in that emotions need not be directed at objects that are completely specific (we can be angry just at people generally) while there is always a sense of a mood having a general



objective like the state of the world at large. Moods manifest themselves in positive or negative feelings that are tied to health, personality, or perceived quality of life. Moods can also relate to emotions proper, as in the aftermath of an emotional incident such as the failure to secure a loan. A mood on this basis is the mind's judgment on the recent past. For Goldie, emotion can bubble up and down within a mood, while an emotion can involve characteristics that are non-object specific. What is important for marketing is that moods colour outlook and bias judgements. Hence, the importance of consumer confidence surveys, as consumer confidence typically reflects national mood. There is mood – congruence when thoughts and actions fall inline with mood. As Goleman says, there is a 'constant stream of feeling' that runs 'in perfect to our steam of thought'. Mood congruence occurs because a positive mood evokes pleasant associations that lighten subsequent appraisals (thoughts) and actions, while a negative arouses pessimistic associations that influence future judgment and behaviour. When consumers are in a good mood, they are more optimistic about buying more confident in buying, and much more willing to tolerate things like waiting in line. On the other hand, being in a mood makes buying behaviour in the 'right mood' by the use of music and friendly staff or, say, opens bakeries in shopping malls that delight the passer-by with the smell of fresh bread. Thayer views moods as a mixture of biological and psychological influences and, as such, a sort of clinical thermometer, reflecting all the internal and external events that influence us. For Thayer, the key components of mood are energy and tension in different combinations. A specific mixture of energy and tension, together with the thoughts they influence, produces moods.

He discusses four mood states:

- Calm-energy: he regards this as the optimal mood of feeling good.
- Calm-tiredness: he regards this as feeling a little tired without any stress, which can be pleasant.
- Tense-energy: involves a low level of anxiety suited to a fight-or-flight disposition.
- Tense-tiredness: is a mixture of fatigue and anxiety, which underlies the unpleasant feeling of depression. People generally can 'feel down' or 'feel good' as a result of happenings in the world around them. This represents the national mood. People feel elated when the national soccer team wins an international match or depressed when their team has lost. An elated mood of calm – energy is an optimistic mood, which is good for business. Consumers, as socially involved individuals, are deeply influenced by the prevailing social climate. Marketers recognize the phenomenon and talk about the national mood being, say for or against conspicuous consumption. Moods do change, though. Writing early in the nineteenth century, Toqueville describes an American elite embarrassed by the ostentation of material display; in the 'Gilded Age', sixty years later, many were only too eager to embrace a materialistic vulgarity. The problem lies in anticipating changes in national mood, since a change in mood affects everything from buying of equities to the buying of houses and washing machines. Thayer would argue that we should be interested in national events that are likely to produce a move toward a tense-tiredness state or toward a calm-energy state, since these are the polar extremes and

3.100 □ Reading Comprehension

are more likely to influence behaviour. Artists sensitive to national moods express the long-term changes. An example is the long-term emotional journey from Charles Dickens's depiction of the death of little Nell to Oscar Wilde's cruel flippancy about it. 'One would have to have a heart of stone not to laugh at the death of little Nell', which reflects the mood change from high Victorian sentimentality to the acerbic cynicism of the end of the century, as shown in writers like Thomas Hardy and artists like Aubrey Beardsley. Whenever the mind is not fully absorbed, consciousness is no longer focused and ordered. Under such conditions the mind falls into dwelling on the unpleasant, with a negative mood developing. Csikszentmihalyi argues that humans need to keep consciousness fully active is what influences a good deal of consumer behaviour. Sometimes it does not matter what we are shopping for – the point is to shop for anything, regardless, as consuming is one way to respond to the void in consciousness when there is nothing else to do.

Word Count = 834

Time Taken =

Q 1. Which one of the following statements best summarizes the above passage?

- (a) The passage highlights how moods affect nations.
- (b) The passage highlights the importance of moods and emotions in marketing.
- (c) The passage draws distinction between moods and emotions.
- (d) Some writers influenced national moods through their writings.

Q 2. Which of the following is the closest to 'conspicuous consumption' in the passage?

- (a) Audible consumption.
- (b) Consumption driven by moods and emotions.
- (c) Socially responsible consumption.
- (d) Consumption of material items for impressing others.

Q 3. What is 'moods congruence'?

- (a) When moods and emotions are synchronized.
- (b) When moods are synchronous with thoughts and actions.
- (c) When emotions are synchronous with actions and thoughts.
- (d) When moods are synchronous with thoughts but not with action.

Q 4. Implication and Proposition are defined as follows:

Implication: a statement which follows from the given text. *Proposition:* a statement which forms a part of the given text. Consider the two statements below and decide whether they are implications or propositions.

- I. The marketers should understand and make use of moods and emotions in designing and selling products and services.
 - II. Consuming is nothing but way of filling the void in consciousness.
- (a) Both statements are implications.
 - (b) First is implication, second is proposition.
 - (c) Both are propositions.
 - (d) First is proposition, second is implication.



Q 5. Which statements from the ones given below are correct?

Q 6. The statement 'Moods provide energy for human actions' is _____.

- (a) always right
 - (b) always wrong
 - (c) sometimes right
 - (d) not derived from the passage

PASSAGE 18

Start Time:

End Time:

Direction for questions 1 to 3: *Read the passage below and solve the questions based on it.*

Deborah Mayo is a philosopher of science who has attempted to capture the implications of the new experimentalism in a philosophically rigorous way. Mayo focuses on the detailed way in which claims are validated by experiment, and is concerned with identifying just what claims are borne out and how. A key idea underlying her treatment is that a claim can only be said to be supported by experiment if the various ways in which the claim could be as fault have been investigated and eliminated. A claim can only be said to be borne out by experiment, and a severe test of a claim, as usefully construed by Mayo, must be such that the claim would be unlikely to pass it if it were false. Her idea can be explained by some simple examples. Suppose Snell's law of refraction of light is tested by some very rough experiments in which very large margins of error are attributed to the measurements of angles of incidence and refraction, and suppose that the results are shown to be compatible with the law within those margins of error. Has the law been supported by experiments that have severely tested it? From Mayo's perspective, the answer is 'no' because, owing to the roughness of the measurements, the law of refraction would be quite likely to pass this test even if it were false and some other law differing not too much from Snell's law true. An exercise I carried out in my school-teaching days serves to drive this point home. My students had conducted some not very careful experiments to test Snell's law. I then presented them with some alternative laws of refraction that had been suggested in antiquity and mediaeval times, prior to the discovery of Snell's law, and invited the students to test them with the measurements they had used to test Snell's law; because of the wide margins of error they had attributed to their measurements, all of these alternative laws pass the test. This clearly brings out the point that the experiments in question did not constitute a severe test of Snell's law. The law would have passed the test even if it were false and one of the historical alternatives true.

3.102 □ Reading Comprehension

Word Count = 371

Time Taken =



- Q 1. Which of the following conclusion can be drawn from the passage?
- (a) Experimental data might support multiple theoretical explanations at the same time, hence, validity of theories needs to be tested further.
 - (b) Precise measurement is a sufficient condition to ensure validity of conclusions resulting from an experiment.
 - (c) Precise measurement is both a necessary and sufficient condition to ensure validity of conclusions resulting from an experiment.
 - (d) Precise measurement along with experimenter's knowledge of the theory underpinning the experiment is sufficient to ensure the validity of conclusions drawn from experiments.
- Q 2. As per Mayo's perspective, which of the following best defines the phrase 'scientific explanation'?
- (a) One which is most detailed in its explanation of natural phenomena.
 - (b) One which has been thoroughly tested by scientific experts.
 - (c) One which survives examinations better than other explanations.
 - (d) One which refutes other explanations convincingly.
- Q 3. The author's use of Snell's law of refraction to illustrate Mayo's perspective can best said to be
- (a) contrived. (b) premeditated.
 - (c) superfluous. (d) illustrative.

PASSAGE 19

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

A recent World Bank research project assembled and analyzed 35 rounds of the National Sample Survey Organization household survey, covering a period from 1951 to 1993-94. These national household surveys are suitable for tracking the poor's living conditions since the consumption data that have been collected in these surveys are reasonably comparable.

The most recent (1993-94) household survey conducted by the National Sample Survey Organization and based on the poverty lines calculated by the World Bank, reveals that 36.7 per cent of India's rural population and 30.5 per cent of its city-dwellers lived in poverty—a national average of 35.0 per cent. What is important is that as average Indian living standards rose during the 40 years since 1951 and particularly after the mid-1970s, the poor did not get poorer.

The magnitude of decline in poverty of the last two decades is significant but not *dramatic*. While the decline of poverty since the early 1970s has been sizable (from an incidence of 56 per cent to 35 per cent in 1993-94), India's progress in fighting poverty has been modest when



compared with some of its Asian neighbours. Between 1970 and 1993, for example, the proportion of Indonesia's population living in poverty dropped from 58 to 8 per cent, an annual decline of nearly 10 per cent.

As of 1993-94, India's poverty continues to be predominantly rural although rural poverty declined faster than urban poverty over 1951-88. Moreover, the decline in national poverty seems to have been driven mostly by the decline in rural poverty — not surprising given that 74 per cent of India's population lives in rural areas. Many studies suggest that the poor perceive themselves to be better off now than in previous decades. However, these studies also point to pockets of increasing impoverishment.

Word Count = 287

Time Taken =

- Q 1. Why did the World Bank research project use the data of National Sample Survey Organization?
- It was quite accurate.
 - It was reliable.
 - It was supported by the government.
 - It was reasonably comparable.
- Q 2. What can be deduced about the poverty scenario in India before 1950?
- The poor were getting poorer.
 - The rich were getting richer.
 - The rich became richer at the expense of the poor.
 - The income gap was unbridgeable.
- Q 3. What is the meaning of *dramatic* used in the second last paragraph?
- Unreasonably high
 - Abysmally low
 - Very high
 - Statistically insignificant
- Q 4. How does India's anti poverty campaign fare against some of its neighbours?
- It is a big failure.
 - It is moderately successful.
 - It is unprecedented.
 - It is a grand success.

PASSAGE 20

Start Time:

End Time:

Direction for questions 1 to 7: *Read the passage below and solve the questions based on it.*

India is renowned for its diversity. Dissimilitude abounds in every sphere – from the physical elements of its land and people to the intangible workings of its beliefs and practices. Indeed, given this variety, India itself appears to be not a single entity but an amalgamation, a 'constructs' arising from the conjoining of innumerable, discrete parts. Modern scholarship has, quite properly, tended to explore these elements in isolation. (In part, this trend represents the conscious reversal of the stance taken by an earlier generation

3.104 □ Reading Comprehension

of scholars whose work reified India into a monolithic entity – a critical element in the much maligned ‘Orientalist’ enterprise). Nonetheless, the representation of India as a singular ‘Whole’ is not an entirely capricious enterprise; for India is an identifiable entity, united by – if not born out of – certain deep and pervasive structures. Thus, for example, the Hindu tradition has long maintained a body of mythology that weaves the disparate temples, gods, even geographic landscapes that exist throughout the subcontinent into a unified, albeit syncretic, whole. In the realm of thought, there is no more pervasive, unifying structure than *karma*. It is the ‘doctrine’ or ‘law’ that ties actions to results and creates a determinant link between an individual’s status in this life and his or her fate in future lives. Following what is considered to be its appearances in the Upanishads, the doctrine reaches into nearly every corner of Hindu thought. Indeed, its dominance is such in the Hindu world view that *karma* encompasses, at the same time, life-affirming and life-negating functions; for just as it defines the world in terms of the ‘positive’ function of delineating a doctrine of rewards and punishments, so too it defines the world through its ‘negative’ representation of action as an all but inescapable trap, an unremitting cycle of death and rebirth. Despite – or perhaps because of – *karma*’s ubiquity, the doctrine is not easily defined. Wendy Doniger O’Flaherty reports of a scholarly conference devoted to the study of *karma* that although the participants admitted to a general sense of the doctrine’s parameters, considerable time was in a, ‘lively but ultimately vain attempt to define ... karma and rebirth’. The base meaning of the term ‘*karma*’ (or, more precisely, in its Sanskrit stem form, *karman* a neuter substantive) is ‘action’. As a doctrine, *karma* encompasses a number of quasi-independent concepts: rebirth (*punarjanam*), consequence (*phala*, literally ‘fruit,’ a term that suggests the ‘ripening’ of actions into consequences), and the valuation or ‘ethicization’ of acts, qualifying them as either ‘good’ (*punya* or *sukarman*) or ‘bad’ (*papam* or *duskarman*). In a general way, however, for at least the past two thousand years, the following (from the well known text, the *Bhagavata Parana*) has held true as representing the principal elements of the *karma* doctrine: ‘The same person enjoys the fruit of the same sinful or a meritorious act in the next world in the same manner and to the same extent according to the manner and extent, to which that (sinful or meritorious) act has been done by him in this world.’ Nevertheless, depending on the doctrine’s context, which itself ranges from its appearance in a vast number of literary sources to its usage on the popular level, not all these elements may be present (though in a general way, they may be implicit).

Word Count = 553

Time Taken =

Q 1. The orientalist perspective, according to the author:

- (a) Viewed India as a country of diversity.
- (b) Viewed India as if it was a single and unitary entity devoid of diversity.
- (c) Viewed India both as single and diverse entity.
- (d) Viewed India as land of *karma*.

Q 2. ‘Reify’ in the passage means:

- (a) To make real out of abstract
- (b) Reversal of stance





- (c) Unitary whole
- (d) Diversity

Q 3. 'Ethicization' in the passage means:

- (a) Process of making something ethical
- (b) Converting unethical persons into ethical
- (c) Judging and evaluation
- (d) Teaching ethics

Q 4. Consider the following statements:

1. Meaning of karma is contextual.
2. Meaning of karma is not unanimous.
3. Meaning of karma includes many other quasi-independent concepts.
4. Karma also means actions and their rewards.

Which of the statements are true?

- (a) 1, 2, 3
- (b) 2, 3, 4
- (c) 1, 3, 4
- (d) All the four are true

Q 5. The base meaning of karma is

- (a) reward and punishment.
- (b) only those actions which yield a 'phala'.
- (c) any action.
- (d) ripening of actions into consequences.

Q 6. As per the author, which of the following statements is wrong?

- (a) India is a diverse country.
- (b) Doctrine of karma runs across divergent Hindu thoughts.
- (c) Doctrine of karma has a rich scholarly discourse.
- (d) Scholars could not resolve the meaning of karma.

Q 7. Which of the following, if true, would be required for the concept of karma – as defined in Bhagavata Purana – to be made equally valid across different space-time combinations?

- (a) Karma is judged based on the observers' perception, and hence, the observer is a necessary condition for its validity.
- (b) Karma is an orientalist concept limited to oriental countries.
- (c) Each epoch will have its own understanding of karma and therefore there cannot be uniform validity of the concept of karma.
- (d) The information of the past actions and the righteousness of each action would be embodied in the individual.

PASSAGE 21

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

The University Grants Commission's (UGC), directive to college and university lecturers to spend a minimum of 22 hours a week in direct teaching is the product of budgetary cutbacks rather than pedagogic wisdom. It may seem odd, at first blush, that teachers should protest about

3.106 □ Reading Comprehension

teaching a mere 22 hours. However, if one considers the amount of time academics require to prepare lectures of good quality as well as the time they need to spend doing research, it is clear that most conscientious teachers work more than 40 hours a week. In university systems around the world, lecturers rarely spend more than 12 to 15 hours in direct teaching activities a week. The average college lecturer in India does not have any office space. If computers are available, internet connectivity is unlikely. Libraries are poorly stocked. Now, the UGC says universities must implement a complete **freeze** on all permanent recruitment, abolish all posts which have been vacant for more than a year, and cut staff strength by 10 per cent. And it is in order to ensure that these cutbacks do not affect the quantum of teaching that existing lecturers are being asked to work longer. Obviously, the quality of teaching and academic work in general will decline. While it is true that some college teachers do not take their classes regularly, the UGC and the Institutions concerned must find a proper way to hold them accountable. An absentee teacher will continue to play truant even if the number of hours he is required to teach goes up.

All of us are well aware of the unsound state that the Indian higher education system is in today. Thanks to years of **sustained** financial neglect, most Indian universities and colleges do no research worth the name. Even as the number of students entering colleges has increased dramatically, public investment in higher education has actually declined in relative terms. Between 1985 and 1997, when public expenditure on higher education as a percentage of outlays on all levels of education grew by more than 60 per cent in Malaysia and 20 per cent in Thailand, India showed a decline of more than 10 per cent. Throughout the world, the number of teachers in higher education per million populations grew by more than 10 per cent. In the same period in India, it fell by one per cent. Instead of transferring the burden of government apathy on to the backs of the teachers, the UGC should insist that the needs of the country's university system are adequately catered for.

Word Count = 424

Time Taken =

- Q 1. Which of the following is the reason for the sorry state of affairs of the Indian Universities as mentioned in the passage?
- The poor quality of teachers.
 - Involvement of teachers in extra-curricular activities.
 - Politics within and outside the departments.
 - Not getting enough financial assistance.

- Q 2. Which of the following statements/is/are **TRUE** in the context of the passage?
- Most colleges do not carry out research worth the name.
 - UGC wants lecturers to spend minimum 22 hours a week in direct teaching.
 - Indian higher education system is in unsound state.
- Only A and C
 - All A, B and C
 - Only C
 - Only B



- Q 3. Besides direct teaching, University teachers spend considerable time in/on
- administrative activities such as admissions.
 - supervising examinations and correction of answer papers.
 - carrying out research in the area of their interest.
 - maintaining research equipment and libraries.
- Q 4. What is the UGC directive to the universities?
- Improve the quality of teaching.
 - Spend time on research activities.
 - Do not appoint any permanent teacher.
 - Provide computer and internet facilities.

PASSAGE 22

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

At one time, it would have been impossible to imagine the integration of different religious thoughts, ideas and ideals. That is because of the closed society, the lack of any communication or interdependence on other nations. People were happy and content amongst themselves; they did not need any more. The physical distance and cultural barriers prevented any exchange of thought and beliefs. But such is not the case today. Today, the world has become a much smaller place, thanks to the adventures and miracles of science. Foreign nations have become our next door neighbours. Mingling of population is bringing about an interchange of thought. We are slowly realizing that the world is a single cooperative group. Other religions have become forces with which we have to **reckon** and we are seeking for ways and means by which we can live together in peace and harmony. We cannot have religious unity and peace so long as we assert that we are in possession of the light and all others are groping in the darkness. That very assertion is a challenge to a fight. The political ideal of the world is not so much a single empire with a homogeneous, civilization and single communal will a brotherhood of free nations differing **profoundly** in life and mind, habits and institutions, existing side by side in peace and order, harmony and cooperation and each contributing to the world its own unique and specific best, which is irreducible to the terms of the others.

The cosmopolitanism of the eighteenth century and the nationalism of the nineteenth are combined in our ideal of a world commonwealth, which allows every branch of the human family to find freedom, security and self-realisation in the larger life of making. I see no hope for the religious future of the world, if this ideal is not extended to the religious sphere also. When two or three different systems claim that they contain the revelation of the very core and center of truth and the acceptance of it is the exclusive pathway to heaven, conflicts are inevitable. In such conflicts one religion will not allow others to steal a march over it and no one can gain ascendancy until the world is reduced to dust and ashes. To obliterate every other religion than one's is a sort of Bolshevism in

3.108 □ Reading Comprehension

religion which we must try to prevent. We can do so only if we accept something like the Indian solution, which seeks the unity of religion not in a common creed but in a common quest. Let us believe in a unity of spirit and not of organization, a unity which secures ample liberty not only for every individual but for every type of organized life which has proved itself effective.

For almost all historical forms of life and thought can claim the sanction of experience and so the authority of God. The world would be a much poorer thing if one creed absorbed the rest. God wills a rich harmony and not a colourless uniformity. The comprehensive and synthetic spirit of Indianism had made it a mighty forest with a thousand waving arms each fulfilling its function and all directed by the spirit of God. Each thing in its place and all associated in the divine concert making with their various voices and even dissonance, as Heraclites would say, the most exquisite harmony should be our ideal.

Word Count = 566

Time Taken =

- Q 1. According to the passage, religious unity and peace can be obtained if
- (a) we believe that the world is a single cooperative group.
 - (b) we do not assert that we alone are in possession of the real knowledge.
 - (c) we believe in a unity of spirit and not of organization.
 - (d) we believe that truth does matter and will prevail.
- Q 2. Which of the following according to the passage is the Indian solution?
- (a) Belief
 - (b) Organization
 - (c) Creed
 - (d) Search
- Q 3. According to the passage, the political ideal of the contemporary world is to
- (a) create a single empire with a homogeneous civilization.
 - (b) foster the unity of all the religions of the world.
 - (c) create a world commonwealth preserving religious diversity of all the nations.
 - (d) None of these.
- Q 4. According to the passage, the world would be a much poorer thing if
- (a) one religion swallows all other religions.
 - (b) one religion accepts the supremacy of other religions.
 - (c) religions adopt toleration as a principle of spiritual life.
 - (d) we do not achieve the ideal of brotherhood of free nations.

PASSAGE 23

Start Time:

End Time:

Direction for questions 1 to 5: *Read the passage below and solve the questions based on it.*

The debt swap scheme is one among the various market-based debt restructuring measures available to provide debt relief without hampering



the interest of the creditor. The basic notion of debt swap/conversion is relatively simple. The principle is that instead of continuing to make interest payments on outstanding loans contracted in past at a very high rate, the debtor is able to find some other means of settling the debt which is satisfactory to both the debtor and creditor. The debt swap can be of various types, the most prominent being the debt-equity swaps, or debt-to-debt swaps. Debt-equity swaps are exchange of bonds or bank loans for ownership right to equity. Such debt-equity swaps have formed part of private corporations restructuring process for some time.

The debt swap whether internal or external has an **array** of macroeconomic **effects**. It is to be noted that in any debt swap scheme, the debtor must surrender an asset in return for having a liability extinguished. For example, in case of debt-equity swap, debt is exchanged by a claim on capital stock owned by the debtor. In the case of external debt, if the government **retires** external debt by issuing domestic bonds, in a balanced budget there are no real effects beyond those created by the initial wealth effect: the economy will display a current account surplus, accompanied by an initial appreciation of parallel exchange rate and a high real interest rate. These effects are independent of the discounts received by the government.

The practice of debt-equity swap or debt-to-debt swap particularly in the context of external debt has given rise to active controversy. The debate covers wide-ranging issues such as welfare characteristics of such swaps, their potential for reducing net capital flows, and the degree to which swap can reduce the negative incentive effects of debt overhang. Attention has also been paid on the effect of debt swap on the secondary market prices of debt. In the case of external debt, Mexico and Brazil suspended the debt conversion programme, because they can be inflationary as they put **excessive** pressure on the free market for foreign exchange or because swapping of foreign debt with domestic debt can be expensive.

If the debt is swapped through money financing, it leads to an expansion of money supply. If the government can run **sustained** deficits, the fiscal side provides a key link through which swaps can create macroeconomic disequilibrium. In a deficit situation, if the supply of bond is increased to swap the debt, and if the discounts obtained by the government due to interest rate differential are not large enough to cover the deficit, government will have to issue fresh bonds, which in turn may push up the interest rate. Finally, if the government continues to run a fiscal deficit and to avoid inflationary effects if it relies mostly on debt for bonds swapped and if this in turn leads to an accumulation of domestic debt, which the public expects will eventually be monetized, the domestic rate of inflation will immediately begin to rise.

In the case of the debt swap scheme between central and state governments in India, states can restructure their debt by pre-payment of high cost central debt with additional market borrowing at a lower rate of interest. Essentially, this should result in the reduction in the average cost of debt of the State Government. However, that would largely depend on the volume of savings in the interest cost in relation to the outstanding debt stock available for swapping. Despite the savings in interest cost due to debt swap, if a large gap is to be filled by additional borrowing, there is a possibility that swap-induced additional market borrowing may put pressure on the interest rate. Also, in an extreme case, continuous financing of swappable debt through bond financing may fuel inflation if the **holder**

3.110 □ Reading Comprehension



of the bond expects that debt will eventually be monetized. It is evident from this discussion that aggressive debt restructuring proposed to reap the benefit of low interest rate regime at times may itself become the cause of hardening of future interest rates.

Word Count = 684

Time Taken =

- Q 1. Which of the following measures had been adopted by private Corporations in restructuring process?

 - (a) Exchange of bonds for ownership rights with share-holders.
 - (b) Providing debt relief to bond holders without raising the interest rate.
 - (c) Settling the debt in exchange of reserves.
 - (d) Borrowing from banks by mortgaging equity shares.

Q 2. Which of the following is the recommendation of the author to stabilize the interest rates?

 - (a) State Government should stop borrowing from Central Government.
 - (b) The debt restructuring should be done at bare minimum level.
 - (c) The foreign debts should be swapped immediately.
 - (d) The debt-equality swap should be banned.

Q 3. Which factors compelled Latin American countries to keep in abeyance the debt swap programme?

 - (a) The welfare characteristics of the programme were unfavourable.
 - (b) The conversion with foreign debts was perceived to be expensive.
 - (c) Net capital flow started increasing.
 - (d) Positive incentive effects of debt started decreasing.

Q 4. What will happen if government decides to issue fresh bonds in a deficit situation?

 - (a) The microeconomic equilibrium will shift to negative side.
 - (b) The price of initial bonds will decrease.
 - (c) This step will mess up the economy completely.
 - (d) The interest rates will start increasing.

Q 5. Which factors may raise the inflation rate on domestic side?

 - A. If accumulated internal debts start getting monetized.
 - B. If interest rates start reducing for public borrowings.
 - C. If debt swap is done through his sue of bonds in a deficit situation.
 - (a) Only A
 - (b) Only B
 - (c) Only A and B
 - (d) Either A and C

PASSAGE 24

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

For more than three years, Anna Feng did not tell her husband that she had sunk nearly half of their savings into the Shanghai stock market. While he



thought all their money was safely sitting in a bank, the value of the stocks **plunged** by almost 75%. But over the past couple of months, the Shanghai market has shown signs of life, and Feng, a 56-year old retiree, has recouped half her losses. She is quietly hopeful that maybe she will make it all back. 'Everyone seems to be so optimistic about the markets now,' she says.

Around the world, stocks have been on a tear. In Asia, for example, the Tokyo TOPIX stock index hit a 14-year high last week as a bull run in once-dormant Japan gathered momentum; Mumbai's main equity index hit an all-time high in trading early Friday amid India's continuing economic boom; and Hong Kong shares reached a five year high while indices in Singapore, Jakarta and Sydney set new records. And though stock in Asia, in particular, are on fire, they are not alone. From Germany to Venezuela to South Africa, equity markets in both mature and emerging markets have moved up sharply this year and show little sign of slowing.

The underpinning of stocks strong performance, global bulls say, is straightforward. Economic growth continues to be strong in places where it has been buoyant for several years (the U.S., China and India) and is finally picking up in places where it had been notably absent Japan and parts of 'old' Europe. Moreover, earning and corporate balance sheets around the world as healthy as they have been in years. In Japan, corporate profits have climbed for four straight years and consumer spending is rising briskly on the back of declining unemployment. Economists say that Japan is now in a golden cycle. So, for now, is much of the world. 'It comes down to very simple macroeconomics.' Says Subir Gokam, an economist at CRISIL, India's largest credit rating firm, 'the global economy is growing without much inflationary pressure.'

Is anything wrong with this picture?

One very big thing. Warn the **skeptics**. Interest rates are rising nearly everywhere, and if there is one simple adage that many investment advisers live by, it's this 'when rates are high, stocks will die.' Indeed, one of the most impressive-or scariest-aspects of the current global bull run is that it has come in the teeth of central-bank tightening. Most importantly by the U.S. Federal Reserve, which could slow growth in the world's key economic locomotives. The Fed has increased key short-term interest rate the so-called Fed funds rate 15 times dating back to June 2004, and is widely expected to raise it once or twice more over the next few months. A brief recession and the Sept. 11 terrorist attacks in 2001 **spurred** a prolonged period of very low interest rates. That **boosted** U.S. consumption-in particular the rate-sensitive housing market-and kept the global economy humming. But long-term rates are now beginning to tick upward: last week the U.S 30-year treasury bond reached 5.04% – it's highest level since late 2004, and the housing market is cooling off-potentially triggering an economic slowdown as home-owners cut their spending.

Word Count = 540

Time Taken =

Q 1. According to the passage, what makes people hopeful about the markets?

- (a) The descent in the value of stocks.
- (b) The trend of substantial increase in value of stocks.

3.112 □ Reading Comprehension



- (c) Safety provided by banks to their deposits.
(d) Optimism of the stock market players.

Q 2. Which of the following is TRUE about the comparison between market indices of Mumbai and Hong Kong on the one hand and Singapore, Jakarta and Sydney on the other?

 - (a) The indices in the former case are increasing while those in the latter are decreasing.
 - (b) There is no remarkable trend visible between the two sets of indices.
 - (c) Indices in both the groups of exercises are stable over a period of last five years.
 - (d) The markets in both the groups of countries have shown upward trend.

Q 3. In what way did the terrorist attack in the US influence the markets?

 - (a) It led to a brief recession.
 - (b) It increased long-term need for housing.
 - (c) It helped increase the interest rates on housing.
 - (d) It prolonged the low interest rate regime.

Q 4. Which of the following is/are the reason(s) for the statement that 'Japan is now in golden cycle'?

 - A. It is an economic growth without much inflationary pressure.
 - B. Japan witnessed a substantial increase in corporate profits for the last four years.
 - C. There are more employment avenues open and consumer's spending has increased significantly.

(a) All the three A, B and C	(b) A and B only
(c) Either B and C only	(d) A and C only

PASSAGE 25

Start Time:

End Time:

Direction for questions 1 to 3: *Read the passage below and solve the questions based on it.*

Political **plays** initially hailed as masterstrokes often end up as flops. The Rs 60,000 crores farm loan waiver announced in the budget writes off 100% of overdues of small and marginal farmers holding up to two hectares, and 25% of overdues of larger farmers. While India has enjoyed 8%-9% GDP growth for the past few years, the boom has bypassed many rural areas and farmer distress and suicides have made newspaper headlines. Various attempts to provide relief (employment guarantee scheme, Public distribution system) have made little impact, thanks to huge leakages from the government's lousy delivery systems. So, many economists think the loan waiver is a worthwhile alternative to provide relief.

However, the poorest rural folk are landless labourers, who get neither farm loans nor waivers. Half of the small and marginal farmers get no loans from banks and depend entirely on moneylenders and will not benefit. Besides, rural India is full of the family holdings rather than individual holdings and family holding will typically be much larger than



two hectares even for dirt-poor farmers, who will, therefore, be denied the 100% waiver. It will, thus, fail in both economic and political objectives. IRDP loans to the rural poor in the 1980s demonstrated that crooked bank officials demand bribes amounting to one-third the intended benefits. Very few of the intended beneficiaries who **merited** relief received it. After the last farm loan waiver will similarly, slow down fresh loans to deserving farmers. While overdues to cooperatives may be higher, economist Surjit Bhalla says less than 5% of farmer loans to banks are overdue, i.e., overdues exist for only 2.25 million out of 90 million farmers. If so, then the 95% who have repaid loans will not gain benefit. They will be angry at being penalized for honesty.

The budget thus grossly overestimates the number of beneficiaries. It also underestimates the negative effects of the waiver-encouraging wilful default in the future and discouraging fresh bank lending for some years. Instead of trying to reach the needy, through a **plethora** of leaky schemes we should transfer cash directly to the needy using new technology like biometric smart cards, which are now being used in many countries and mobile phones bank accounts. Then benefits can go directly to phone accounts operable only by those with biometric cards, ending the massive leakages of current schemes.

The political benefits of the loan waiver have also been exaggerated since if only and many of these have to pay bribes to get the actual benefit, will the waiver really be a massive vote-winner? Members of joint families will feel **aggrieved** that, despite having less than one hectare per head, their family holding is too large to qualify for the 100% waiver. All Finance Ministers, of Central or State Governments give away freebies in their last budgets hoping to win electoral regards. Yet, four-fifth of all **incumbent** governments is voted out. This shows that beneficiaries of favours are not notably grateful, while those not so favoured may feel aggrieved and vote for the opposition. That seems to be why election budgets constantly fail to win elections in India and the loan waiver will not change that pattern.

Word Count = 528

Time Taken =

Q 1. What message will the loan waiver send to farmers who have repaid loans?

- (a) The Government will readily provide them with loans in the future.
- (b) As opposed to moneylenders banks are a safer and more reliable source of credit.
- (c) Honesty is the best policy.
- (d) They will be angry at being penalized for honesty.

Q 2. What are the terms of the loan waiver?

- A. One-fourth of the overdue loans of landless labourers will be written off.
 - B. The Rs 60,000 crores loan waiver has been sanctioned for 2.25 million marginal farmers.
 - C. Any farmer with between 26 per cent to 100 per cent of their loan repayments overdue will be penalized.
- (a) Only A
 - (b) Only B

3.114 □ Reading Comprehension

- (c) Both B and C
- (d) All A, B and C

Q 3. What is the author's view of the loan waiver?

- (a) It will have an adverse psychological impact on those who cannot avail the waiver.
- (b) It is a justified measure in view of the high suicide rate among landless labourers.
- (c) It makes sound economic and political sense in the existing scenario.
- (d) It will ensure that the benefits of India's high GDP are felt by the rural poor.



PASSAGE 26

Start Time:

End Time:

Direction for questions 1 to 5: *Read the passage below and solve the questions based on it.*

Giving loans to impoverished women to make ceramics or to farmers to buy cows were not seen as great business. Microfinance was an industry championed by anti-poverty activists. Today it is on the **verge** of a revolution, with billions of dollars from big banks, private-equity shops and pension funds pouring in, driving growth of 30% to 40% this year alone. In 1998, a non-profit microfinance organization in Peru, converted into bank (called Mibanco). This demonstrated that the poor are good risks who repay loans on time and getting them together, not only chips away at poverty but also turns a profit. The success of Mibanco has **piqued** the interest of commercial banks, which has previously shunned the country's poor. Now, big banks are going after Mibanco's clients with low-rate loans and realizing it takes special know-how to work with the unbanked – are hiring away Mibanco's staff.

But with the emergence of players who are only out for profit, microfinance schemes could end up milking the poor. This could happen in countries where lenders do not have to disclose interest rates. When a Mexican microfinancier went public, revealing its loans had rates of about 86% annually; the Consultative Group to Assist the Poor (CGAP) criticized it for putting shareholders ahead of clients. The pressure of turn a profit also forces microfinance's to change their business models in ways that **depart** from the industry's core mission: to help poor people to lead better lives. Such shifts have caused the average loan size to triple. Moreover smaller loans being costlier to service, a lower percentage of loans go to women because, according to CGAP, with the flood of new large entities there is the risk that a large percentage of cross border funds go to Latin America and Eastern Europe, the world's most developed microfinance markets. 'The poorest of the world's poor who are predominantly in Asia and Africa get left out,' says the CEO of the non-profit Grameen Foundation, which helps to develop microfinance institutions.

Segmenting the industry, might be worthwhile if it allows more of the poor to get access to credit. Multinational corporations could take the top microfinance institutions to the next level and the remainder could be



the responsibility of development groups and regional banks. Yet making loans to poor people is hardly a poverty cure. Property rights and the rule of law matter too. One cannot over idealize what microfinance alone can do. Most non-profits started with lending simply because local laws prohibited non-bank from offering deposit accounts. With an increase in competition and marketing efforts, poverty alleviation experts are concerned that people will be talked into loans they would not otherwise want, for example organizations like Mibanco are providing consumer loans. There is nothing wrong with buying TVs and microwaves on credit, but certain markets, like Mexico, have been flooded with loans that have nothing to do with providing capital to **aspiring** entrepreneurs – just increasing household debt.

Word Count = 487

Time Taken =

Q 1. What does the transformation of Peru's non-profit organization into bank illustrate?

Q 2. Why did most microfinance institutions initially provide only credit services?

- (a) They were unable to compete with the interest rates offered on deposits by commercial banks.
 - (b) They have to operate purely on a non-profit basis.
 - (c) Government restrictions prevented them from offering additional services.
 - (d) To ensure the poor have access to modern necessities like microwaves.

O 3. What is CGAP's fear with respect to new entities providing microfinance?

- (a) NGO will be unable to survive in an environment of cut throat competition.
 - (b) The poor will hesitate to take advantage of credit facilities because of the formalities involved.
 - (c) The poor in the developed world will be overlooked.
 - (d) The interests of the most deserving among the poor will be neglected.

Q 4. What is the author's opinion about the competition for customers among microfinanciers?

- (a) It benefits the poor by providing them with loans they would have otherwise not had access to.
 - (b) It is futile since the poor have to pay high rates of interest in case of property loans.
 - (c) It is not beneficial since firms waste their profits on marketing rather than helping the poor.
 - (d) None of these.

3.116 □ Reading Comprehension

- Q 5. Which of the following is/are consequence/s of microfinanciers altering their business models?
- A. Larger loan amounts get sanctioned.
 - B. Debt among the poor has fallen in some countries.
 - C. Drop in the loans awarded to women.
 - (a) Both A and B (b) Both A and C
 - (c) Only C (d) All A, B and C



PASSAGE 27

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

It is difficult to compare countries because various factors such as size, culture, history, geography, natural **endowments**, geopolitics and internal polity comes into play. There are some goals which can be achieved by smaller countries; but sometimes smaller countries find it difficult to embark upon certain big technological plans even if they have the funds, because the size of the domestic market is too small. If we consider the bigger countries, the closest comparison to India is China, though there are many **crucial** differences.

The Chinese vision is to prepare the country for entry into the ranks of mid-level developed nations by the middle of the twenty-first century. Acceleration of his nation's economic growth and social development by relying on advances in science and technology is **pivotal** in this.

Documents describing the Chinese vision state that science and technology constitute premier productive forces and represent a great revolutionary power that can propel economic and social development. It is interesting to note that the main lessons the Chinese have drawn from their past performance is their failure to promote science and technology as strategic tools for empowerment. They also point to the absence of mechanisms and motivations in their economic activity to promote dependences on science and technology. Similarly, they hold that their scientific and technological efforts were not **oriented**. They conclude that a large number of achievements were not converted into productive forces as they were too far removed from China's immediate economic and social needs. The Chinese vision is, therefore, aimed at exploiting state-of-art science and technology to enhance the nation's overall power and strength, to improve the people's living standards, to focus on resolving problems encountered in large-scale industrial and agricultural production and to effectively control and alleviate pressures brought on by population resources and the environment. By the year 2000, China had aimed at bringing the main industrial sectors up to the technological levels achieved by the developed countries in the 1970s or 80s and by 2020 to the level they would have attained by the early twenty-first century. The aim is to bridge an overall gap with the advanced world. There is a special emphasis on research and development of high technologies that would find defence applications. Some of these technologies are critical for improving the features of key



conventional weapons. Some technologies are meant for enhancing future military capabilities. Other efforts are aimed at maintaining the momentum to develop capabilities for cutting-edge defence technologies. They call for defence technologies. They call for unremitting efforts in this regard with the aim of maintaining effective self-defence and nuclear deterrent capabilities and to enable **parity** in defence, science and technology with the advanced world.

Word Count = 446

Time Taken =

Q 1. Comparison between two countries becomes difficult because

- A. the countries differ in their internal political systems.
 - B. each country has its own culture and natural resources which differ from those of others.
 - C. the countries with homogeneous backgrounds are many in number.
- (a) Only A
 - (b) Only B
 - (c) Only A and B
 - (d) All the three A, B and C

Q 2. Which of the following have the Chinese identified as their pitfall(s) from their past?

- A. Lack of orientation of Science and Technology towards economic growth.
 - B. Lack of mechanisms in their economic activities to promote use of Science and Technology.
 - C. Neglect of Science and Technology as a strategic measure for empowerment.
- (a) Only A and B
 - (b) Only B and C
 - (c) Only A and C
 - (d) All the three A, B and C

Q 3. Which of the following is/are the expected result/s of China's new visions?

- A. To augment peoples' standard of living.
 - B. To tackle pressure effectively brought on by the population.
 - C. To utilize modern technology for bringing the latent power under control.
- (a) Only A and B
 - (b) Only B and C
 - (c) Only A and C
 - (d) All the three A, B and C

Q 4. Which of the following is the essence of the contents of the passage?

- (a) Enormous population of the country can be positively utilized for developments.
- (b) Scientific and Technological principles may not necessarily be instrumental in economic growth.
- (c) Harmonious development of a country can take place even in the absence of technology upgradation.
- (d) Economic growth needs to be driven by science and technology.

PASSAGE 28



Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

We have witnessed several disasters in recent times, some natural others man-made. The **frequency** of such calamities has injured us and deadened our collective sensitivity, but that does not reduce the enormity of the personal tragedy of each victim's family and community. The economic loss is only secondary to the human suffering, but is also substantial. The Government whether State or Central has standardized its response. This consists of reacting late, blaming others, visits by VIPs announcing a relief package including compensation for those affected and then forgetting all about it. There seems to be little attempt at drawing lessons from each disaster, storing the knowledge for future use, long-term planning for possible **pre-emptive** action. Preparedness for disasters thus falls short of what is possible using today's technologies.

Floods in many parts of India like the states of Bihar and Assam are a yearly phenomenon. Yet the government seems to be caught by surprise year after year. It is obvious that tarpaulins, vaccines, medicines, clothes, satellite phones, large numbers of doctors and paramedical staff, etc., will be needed as will boats and buses for evacuation. This is known to all those who have combated emergencies yet the non-availability of these essential services and commodities occur. Worse the organizational structure and mechanisms for dealing with disasters are **lethargic** and ill-defined. The National Disaster Management Agency, set up a short time ago being a central government agency has limitations relating to **infringing** the jurisdiction of states. It could have aggregated and disseminated experiences and knowledge, stocked many of the essential items required in an emergency or worked with agencies to ensure sufficient stocks, but has not

While the reaction to major disasters is **dismal**, the response to emergencies like accident is equally sad. Victims lie unattended since passers by are wary of getting caught in a labyrinthine of police and legal systems. The resulting delay in treatment converts injuries into deaths. Of late, unique and free service to provide assistance in emergency cases is operational. Emergency Management and Research Institute (EMRI) is a professionally managed operation initiated by the vision and grant from Ramalinga Raju. The service which is a successful example of public private partnership likely to become operational in a few states in the near future. Given the sad failure of conventional government organizations in handling disasters, it is time we looked at the PPP model as an alternative without the government seeking in any way to abdicate its responsibility. While the state provides the funding, private organizations will provide the drive, professionalism, competent management and output linked efficiency of a good corporate organization. Combining the sensitivity and purpose of an NGO with private entrepreneurial drive to handle disasters together is thus a worthwhile challenge for both corporate and the government.

Word Count = 463

Time Taken =



- Q 1. Which of the following is NOT true in the context of the passage?
- Man-made disasters occur more frequently than natural disasters.
 - The Public Private Participation model has been successful in handling emergencies.
 - Floods occur every year in some Indian states.
 - Analysis of previous disasters will help us to cope with future ones.
- Q 2. What is the author's view on the government's current reaction to natural disasters?
- The government has not been able to handle disaster and should seek foreign aid.
 - A Central Government agency should be set to speed-up coordination in rescue efforts.
 - It has failed to utilize donations effectively to provide relief.
 - The government is apathetic and has not managed to handle disasters effectively.
- Q 3. What does the author consider 'a worthwhile challenge for both corporate and the government'?
- Governments should gradually transfer disaster management to corporates.
 - Their working together to manage disasters completely keeping public interests in mind.
 - Reducing the incidence of man-made disasters.
 - Mitigating the financial losses sustained during natural disasters.
- Q 4. Which of the following has/have been the impact/s of consistently occurring natural disasters?
- The Government has initiated a long-term planning process to handle them.
 - Use of technology in combating disasters has increased in India.
 - The Government is not caught unawares when such disasters occur.
- None of these
 - Only B
 - Both A and C
 - Both A and B

PASSAGE 29

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

John Maynard Keynes, the trendiest dead economist of this **apocalyptic** moment, was the godfather of government stimulus. Keynes had the radical idea that throwing money at recessions through aggressive deficit spending would **resuscitate** flailing economies and he was not too particular about where the money was thrown. In the depths of the Depressing, he suggested that the Treasury could, 'fill old bottles with banknotes, bury

3.120 □ Reading Comprehension

them at suitable depths in disused coal mines', then sit back and watch a money-mining boom create jobs and prosperity. 'It would, indeed, be more sensible to build houses and the like,' he wrote, but above would be better than nothing.

As President-elect Barack Obama prepares to throw money at the current down turn a stimulus package starting at about \$350 billion chunk of the financial bailout-we all really do seem to be Keynesians now. Just about every expect agrees that pumping \$1 trillion into a **moribund** economy will rev up the ethereal goods-and services engine that Keynes called 'aggregate demand' and stimulate at least some short-term activity, even if it is all wasted on money pits. But Keynes was also right that there would be more sensible ways to spend it. A trillion dollars' worth of bad ideas sprawl-inducing highways and bridges to nowhere, ethanol plants and pipelines that accelerate global warming, tax breaks for overleveraged Mac mansion builders and burdensome new long-term federal entitlements-would be worse than mere waste. It would be smarter to buy every American an iPod, a set of Ginsu knives and 600 Subway footlongs.

It would be smarter still to throw all that money at things we need to do anyway which is the goal of Obama's upcoming American Recovery and Reinvestment Plan. It will include a mix of tax cuts, aid to beleaguered state and local governments, and spending to address needed ranging from food stamps to computerized health records to bridge repairs to broadband networks to energy-efficiency retrofits, all designed to save or create 3 million to 4 million jobs by the end of 2010. Obama has said speed is his top priority because the faster Washington injects cash into the financial bloodstream, the better it stands to help avert a multi year slump with double-digit unemployment and deflation. But he also wants to use the stimulus to advance his long-term priorities: reducing energy use and carbon emissions, cutting middle-class taxes, upgrading neglected infrastructure, reining in health-care costs and eventually reducing the budget deficits that exploded under Gerorge W. Bush. Obama's goal is to exploit this crisis in the best sense of the word, to start pursuing his vision of a greener, fairer, more competitive, more sustainable economy.

Unfortunately, while 21st century Washington has demonstrated an impressive ability to spend money quickly, it has yet to prove that it can spend money wisely. And the chum of a 1 with 12 zeros is already creating a feeding frenzy for the ages. Lobbyists for shoe companies, zoos, catfish farmers. Mall owners, airlines, public broadcasters, car dealers and everyone else who can afford their retainers are lining up for a piece of the stimulus. States that embarked on **raucous** spending and tax-cutting sprees when they were flush are begging for bailouts now that they're broke. And politicians are dusting off their unfunded mobster museums, waterslides and other pet projects for regrinding as shovel ready infrastructure investments. As Obama's aides scramble to assemble something effectives and transformative as well as politically achievable, they acknowledge the tension between his desires for speed and reform.

Word Count = 597

Time Taken =

Q 1. John M. Keynes was advocate of which of the following suggestions?

- (a) Spending money recklessly during recessions is suicidal.
- (b) Exorbitant spending during recessions is likely to boost economy.





- (c) Aggressive deficit spending is likely to be fatal for economic meltdown.
- (d) Government stimulus to economy may not help because of redtapism.

Q 2. The author of the passage calls Barack Obama and his team as 'Keynesians' because

- (a) Barack Obama has been reluctant to follow Keynes' philosophy.
- (b) his team is advising Barack to refrain from Keynes' philosophy.
- (c) Barak Obama and his team have decided to fill old bottles with banknotes.
- (d) None of these.

Q 3. Obama's upcoming American Recovery and Reinvestment Plan focuses on which of the following?

- A. Recovery of all debts from the debtors in a phased manner.
- B. Pumping money very liberally in projects that are mandatory.
- C. Investing money recklessly in any project regardless of its utility.
- (a) A only
- (b) B only
- (c) C only
- (d) B and C only

Q 4. Which of the following is/are corrective measure(s) as part of the long-term priorities of Obama that was an outcome of his predecessor's regime?

- A. Counteracting recession through immediate rescue operations.
- B. Reducing the budget deficit.
- C. Creating a more sustainable economy.
- (a) A and B only
- (b) B and C only
- (c) A and C only
- (d) B only

PASSAGE 30

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

Goldman Sachs predicted that crude oil price would hit \$200 and just as it appeared that alternative renewable energy had a chance of becoming an economically viable option, the international price of oil fell by over 70%. After hitting the all-time high of \$147 a barrel, a month ago, crude fell to less than \$40 a barrel. What explains this sharp decline in the international price of oil? There has not been any major new discovery of a hitherto unknown source of oil or gas. The short answer is that the demand does not have to fall by a very sizeable quantity for the price of crude to respond as it did. In the short run, the price elasticity of demand for crude oil is very low. **Conversely**, in the short run, even a relatively big change in the price of oil does not immediately lower consumption. It takes months, or years, of high oil price to inculcate

3.122 □ Reading Comprehension

habits of energy conservation. World crude oil price had remained at over \$60 a barrel for most of 2005-2007 without making any major dent in demand.

The long answer is more complex. The economic slowdown in the US, Europe and Asia along with dollar depreciation and commodity speculation have all had some role in the downward descent in the international price of oil. In recent years, the supply of oil has been rising but not enough to catch up with the rising demand, resulting in an almost vertical escalation in its price. The number of crude oil futures and options contracts have also increased manifold which has led to significant speculation in the oil market. In comparison, the role of the Organization of Petroleum Exporting Countries (OPEC) in fixing crude price has considerably weakened. OPEC is often accused of operating as a cartel restricting output thus keeping prices artificially high. It did succeed in setting the price of crude during the 1970s and the first half of the '80s. But, with increased futures trading and contracts, the control of crude pricing has moved from OPEC to banks and markets that deal with futures trading and contracts. It is true that most oil exporting regions of the world have remained politically unstable **fuelling** speculation over the price of crude. But there is little evidence that the geopolitical uncertainties in West Asia have improved to weaken the price of oil. Threatened by the downward slide of oil price, OPEC has, in fact, announced its decision to curtail output.

However most oil importers will heave a sigh of relief as they find their oil bought options to import oil at prices higher than market prices. Exporting nations, on the other hand, will see their economic prosperity slip. Relatively low price of crude is also bad news for investments in alternative renewable energy that cannot compete with cheaper and non-renewable sources of energy.

Word Count = 479

Time Taken =

Q 1. What does the phrase 'the price elasticity of demand for crude oil is very low' imply?

- (a) When the price rises the demand for crude oil falls immediately.
- (b) A small change in demand will result in a sharp change in the price of crude.
- (c) Within a short span of time the price of crude oil has fluctuated sharply.
- (d) A small change in price does not affect much the consumption of crude oil.

Q 2. Which of the following factors is responsible for rise in speculation in crude oil markets?

- A. OPEC has not been able to restrict the oil output and control prices.
- B. The supply of oil has been rising to match demand.
- C. Existence of large number of oil future and oil contracts.
- (a) Only A
- (b) Both A and B
- (c) Only C
- (d) All A, B and C



- Q 3. What does the author want to convey by citing the statistics of 2005-2007?
- The prices of crude were rising gradually so people were not alarmed.
 - The dollar was a strong currency during that period.
 - Many people turned to alternative renewable energy sources because of high oil prices.
 - If the price of oil is high for a short time it does not necessarily result in a drop in consumption.
- Q 4. What led to alternative energy sources being considered economically feasible?
- The price of oil rose by 70 per cent while renewable energy sources are cheap.
 - Exorbitant crude oil prices made alternative energy sources an attractive option.
 - Expert predictions that the price of oil would alternately escalate and plunge sharply.
 - Evidence that no new sources of oil and gas are available.

PASSAGE 31

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

Indeed the Western recession is really the beginning of good news for India! But to understand that we will have to move away for a while from the topic of Western recession ... to the Japanese recession! For years the Japanese style of management has been admired. However over the last decade or so, one **key** question has sprung up 'if Japanese management style is as wonderful as described then why has Japan been in a recession for more than a decade?'

The answer to this question is very simple. Culture plays a very important part in shaping up economies. What succeeds in one culture fails in another. Japanese are basically non-materialistic. And however rich they become unlike others, they cannot just keep throwing and buying endlessly. And once they have everything they need there is a saturation point. It was only when companies like Toyota realized that they cannot keep selling cars endlessly to their home market that they went really **aggressive** in the Western markets and the rest is history. Japanese companies grew bigger by **catering** to the world markets when their home markets shrunk.

And the markets have to shrink finally after attaining a level of affluence! And that's great for the world because earth needs sustainable development. It does not need monstrous consumers who keep consuming at the cost of the environment and the earth. There should be limits to growth so that consumers are not converted into material dustbins for the profit of a handful of corporations.

Owing to the materialistic culture elsewhere, it was possible to keep selling newer products to the consumers despite having existing ones

3.124 □ Reading Comprehension

which served equally well. They were lured techniques of destabilization' of the customer: and then finally once they became ready customers, they were given loans and credits to help them buy more and more. When all the creditworthy people were given loans to a logical limit, they ceased to be a part of the market. Even this would have been understandable if it could work as an eye-opener. Instead of taking the Right Step' as Toyota did, they preferred to take a 'shortcut'. Now banks went to the non-creditworthy people and gave them loans. The people expectedly defaulted and the entire system collapsed.

Now like Toyota, Western companies will learn to find new markets. They will now lean towards India because of its common man! The billion plus population in the next 25 years will become a **consuming** middle-class. Finally the world's attention will shift to the developing world. Finally there will be a real **surge** in income of these people and in the next fifty odd years, one can really hope to see an equal world in terms of material plenty, with poverty being almost non-existent! And this will happen not by selling more cars to Americans and Europeans. It will happen by creating markets in India, China, Latin America and Africa by giving their people purchasing power and by making products for them.

The recession has made us realize that it is not because of worse management techniques, but because of limits to growth. And they will realize that it is great for planet earth. After all, how many cars and houses must the rich own before calling it enough? It's time for them to look at others as well. Many years back, to increase his own profits, Henry Ford had started paying his workers more, so that they could buy his cars. In similar fashion, now the developed world will pay the developing world people so that they can buy their cars and washing machines.

The recession will kick-start the process of making the entire world more **prosperous**, and lay the foundation of limits to growth in the west and the foundation of real globalization in the world or the globalization of prosperity. And one of its first beneficiaries will be India.

Word Count = 660

Time Taken =

Q 1. What does the author mean by the 'Right Step' in the passage?

- (a) Giving loans to creditworthy people only.
- (b) Considering market growth along with environment protection.
- (c) Restricting people to buy only such products which are needed by them.
- (d) To start looking at newer avenues and markets.

Q 2. Although admired since years, why did the skepticism over the Japanese management style start since the last decade?

- (a) Japanese companies have been moving out of their home markets since the last decade.
- (b) Japanese banks have provided loans indiscriminately to the creditworthy as well as non-creditworthy people.
- (c) Both (a) and (b)
- (d) Only (b)

Q 3. Why does the author foresee the markets being created in the developing countries instead of America and Europe?



- (a) All developing countries have materialistic culture.
- (b) Developed countries are willing to make an effort to achieve globalization.
- (c) American and European markets have had a large number of credit defaulters.
- (d) None of these.

Q 4. How does the author foresee the future globalization as an analogy to Henry Ford's example?

- A. Car companies would start selling cars in developing countries as well.
- B. By paying the developing world the developed world would increase its own profit in turn bringing affluence to developing world as well.
- C. To earn profit, the companies in developing countries would move to foreignland.
- (a) Only A
- (b) Only B
- (c) Only C
- (d) Only A and C

PASSAGE 32

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

Capitalism is a great slave, but a pathetic master. This truth unfortunately gets lost in our chase for the **elusive** dream. It's the dream of being independent masters of our lives or making big bucks and of being happy even if that happiness is being bought by money which all of them chase out there. No doubt, the West, on its part, has been fairly successful in creating material comforts a plenty. It has improved the living standard of its average citizen. However it has been achieved as a result of more than 200 years of **unbridled** growth and exploitation. And that is what has made the rest of the world mindlessly **chase** Westernism not necessarily happiness or an ideal form of society. All because the shop window looks very impressive and it has been marketed very well.

But a deep look inside the shop tells a different tale. A different world lies behind; a world that is not quite visible to the starry eyed millions – for whom the Western way of life seems to be the ultimate dream.

Thus, we have Indians dreaming to become or to get married to an NRI and Indian middle-class fathers dreaming of their sons reaching the Bay area and landing tech jobs, unmindful of the second-class life they end up leading in the West. What goes unseen and almost unheard is that the West also happens to be the land that is right amongst the top in terms of the number of divorces per thousand, the number of single parent families per thousand, the number of old people in old age homes, the number of suicides, homicides, and of course, the number of college/school shootouts.



3.126 □ Reading Comprehension



And why not! After all, such societies are constantly driven towards higher profits and materialism. Expectedly, this materialism comes at a cost that the world is paying today. This is the reason why we have millions dying of curable diseases in Africa and other underdeveloped countries, while the rich grow richer. Their growth will be reduced, if they were to start thinking of the poor so what do they do to justify their greed for more? They most **shrewdly** propagate and market a ridiculously primitive law of the jungle for our 21st century civilian, the 'Law of Survival of the Fittest'!

The interesting thing about material things is that they only give an illusion of happiness; however such happiness is always **momentary** in nature. Ergo, at this juncture, you feel you are buying your new car or flat screen TV, and just a few days later, these are the very possessions that cease to make you happy. While you chase the bigger car and spend that extra bit of the wealth, you intercept someone's share of the daily bread and also sacrifice those who have the maximum power to make you happy-family, emotions and love. Prolonged abstinence in feeling emotions finally destroys bliss; and you do not even realize when you have become a dry-eyed cripple ... and then you land up in a sermon workshop to find out the real meaning of life – or whatever these workshops are capable of explaining. The truth is that such workshops are also driven by merchants who cash in on the **dejected** state of the people, a state created by their own fictional dreams. But by then it's really too late.

By then, you have made profits out of arms, and engineered wars to keep that industry alive. You have sold guns across counters at supermarkets and made more profits. You have lobbied that guns should be made accessible to the common man, and all for the sake of profits. This makes you realize one day that they are your own children who are in the line of fire against the school goer who opens fire at his schoolmates.

This is the society that finally creates an emotionless monster, who gets satisfaction in killing innocent adults and children alike for no cause no reason and for none, for himself. It is the utter destruction of spiritualism and the total focus on endless self-gratification. Where so many single parent families and divorces exist, it is impossible to bring up children or influence the killers, any better.

Word Count = 701

Time Taken =

Q 1. Who does the author hold responsible for the shooting spree in schools and colleges?

- A. Lack of love and emotion in the society in general.
 - B. Increased focus on self-gratification even when it comes at the cost of innocent lives.
 - C. Deteriorating social structure leading to break up of families resulting in lack of families resulting in lack of moral development in children.
- (a) Only A
 - (b) Only C
 - (c) Only B and C
 - (d) All of these

Q 2. According to the passage, which of the following is a reason for poverty and hunger in underdeveloped countries?



- A. Mindlessly chasing the Western way of living.
 B. They have fallen prey to the idea of happiness through material comforts rather than love and emotional bond.
 C. They do not have marketing techniques as good as the Western countries.
 (a) Only B
 (b) Only C
 (c) Only A
 (d) Non-mentioned in the passage.
- Q 3. What does the author mean by, 'intercepting someone's share of daily bread'?
 (a) Hindering the process of marketing in underdeveloped countries by the developed countries.
 (b) Denying material comfort to the Western world.
 (c) Affecting the social life of those working towards material comforts only.
 (d) Excess of wealth in western world while people in poorer nations struggle for survival.
- Q 4. The author's main objective in writing the passage is
 (a) to explain that consumerist societies have their own drawbacks which are over blinded by its material glare.
 (b) to explain how too many material comforts have improved the living standard of common man in the west.
 (c) that young children should not be given access to guns and other ammunitions.
 (d) all NRIs are leading unmindful, second-class lives abroad.

PASSAGE 33

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage given below and solve the questions based on it.*

The conceptions of life and the world which we call 'philosophical' are a product of two factors: one, inherited religious and ethical conceptions; the other, the sort of investigation which may be called 'scientific', using this word in its broadest sense. Individual philosophers have differed widely in regard to the proportions in which these two factors entered into their systems, but it is the presence of both, in some degree, that characterizes philosophy.

'Philosophy' is a word which has been used in many ways, some wider, some narrower. I propose to use it in a very wide sense, which I will now try to explain.

Philosophy, as I shall understand the word, is something intermediate between theology and science. Like theology, it consists of speculations on matters as to which definite knowledge has, so far, been unascertainable; but like science, it appeals to human reason rather than to authority,

3.128 □ Reading Comprehension

whether that of tradition or that of revelation. All definite knowledge, so I should contend-belts to science; all dogma as to what surpasses definite knowledge belongs to theology. But between theology and science there is a 'No Man's Land', exposed to attack from both sides; this 'No Man's Land' is philosophy. Almost all the questions of most interest to speculative minds are such as science cannot answer, and the confident answers of theologians no longer seem so convincing as they did in former centuries. Is the world divided into mind and matter, and if so, what is mind and what is matter? Is mind subject to matter, or is it possessed of independent powers? Has the universe any unity or purpose? Is it evolving towards some goal? Are there really laws of nature, or do we believe in them only because of our innate love of order? Is man what he seems to the astronomer, a tiny lump of carbon and water impotently crawling on a small and unimportant planet? Or is he what he appears to Hamlet? Is he perhaps both at once? Is there a way of living that is noble and another that is base, or are all ways of living merely futile? If there is a way of living that is noble, in what does it consist, and how shall we achieve it? Must the good be eternal in order to deserve to be valued, or is it worth seeking even if the universe is inexorably moving towards death? Is there such a thing as wisdom, or is what seems such merely the ultimate refinement of folly? To such questions, no answer can be found in the laboratory. Theologies have professed to give answers, all too definite; but their definiteness causes modern minds to view them with suspicion. The studying of these questions, if not the answering of them, is the business of philosophy.

Why, then, you may ask, waste time on such insoluble problems? To this one may answer as a historian, or as an individual facing the terror of cosmic loneliness.

The answer of the historian, in so far as I am capable of giving it, will appear in the course of this work. Ever since men became capable of free speculation, their actions in innumerable important respects, have depended upon their theories as to the world and human life, as to what is good and what is evil. This is as true in the present day as at any former time. To understand an age or a nation, we must understand its philosophy, and to understand its philosophy we must ourselves be in some degree philosophers. There is here a reciprocal causation: the circumstances of men's lives do much to determine their philosophy, but, conversely, their philosophy does much to determine their circumstances.

There is also, however, a more personal answer. Science tells us what we can know, but what we can know is little, and if we forget how much we cannot know we may become insensitive to many things of very great importance. Theology, on the other hand, induces a dogmatic belief that we have knowledge, where in fact we have ignorance, and by doing so generates a kind of impudent insolence towards the universe. Uncertainty, in the presence of vivid hopes and fears, is painful, but must be endured if we wish to live without the support of comforting fairy tales. It is not good either to forget the questions that philosophy asks, or to persuade ourselves that we have found indubitable answers to them. To teach how to live without certainty, and yet without being paralyzed by hesitation, is perhaps the main thing that philosophy, in our age, can still do for those who study it.

Word Count = 775

Time Taken =





- Q 1. The purpose of philosophy is to:
- reduce uncertainty and chaos.
 - help us to cope with uncertainty and ambiguity.
 - help us to find explanations for uncertainty.
 - reduce the terror of cosmic loneliness.
- Q 2. Based on this passage what can be concluded about the relation between philosophy and science?
- The two are antagonistic.
 - The two are complementary.
 - There is no relation between the two.
 - Philosophy derives from science.
- Q 3. From reading the passage, what can be concluded about the profession of the author? He is most likely **not** to be a:
- Historian
 - Philosopher
 - Scientist
 - Theologian
- Q 4. According to the author, which of the following statements about the nature of the universe must be definitely true?
- The universe has unity.
 - The universe has a purpose.
 - The universe is evolving towards a goal.
 - None of these.

PASSAGE 34

Start Time:

End Time:

Direction for questions 1 to 5: *Read the passage below and solve the questions based on it.*

‘We have always known that heedless self-interest was bad morals. We now know that it is bad economics said American President Franklin D. Roosevelt in 1937 in the midst of the Great Depression. And the world has learnt that **enlightened** self-interest is good economics all over again after the Great Recession of 2009. Americans are entering a period of social change as they are recalibrating their sense of what it means to be a citizen, not just through voting or volunteering but also through commerce. There is a new dimension to civic duty that is growing among Americans the idea that they can serve not only by spending time in communities and classrooms but by spending more responsibly. In short, Americans are beginning to put their money where their **ideals** are’.

In a recent poll, most said they had consciously supported local or small neighbourhood businesses and 40 per cent said that they had purchased a product because they liked the social or political values of the company that produced it. People were alarmed about ‘blood diamonds’ mined in war zones and used to finance conflict in Africa. They were also willing to pay \$2000 more for a car that gets 35 miles per gallon than for one that gives less, though the former is more expensive

3.130 □ Reading Comprehension

but environment-friendly. Of course, consumers have done their own doing-well-by doing-good calculation – a more expensive car that gives; better mileage will save them money in the long run and makes them feel good about protecting the environment. Moreover since 1995, the number of Socially Responsible Investment (SRI) mutual funds, which generally avoid buying shares of companies that profit from tobacco, oil or child labour has grown from 55 to 260. SRI funds now manage approximately 11 per cent of all the money invested in the US financial markets – an estimating mindset in a nation whose most iconic economist Milton Friedman wrote in 1970 that a corporation's only moral responsibility was to increase shareholder profits.

At first the corporate stance was defensive: companies were punished by consumers for unethical behaviour such as discriminatory labour practices. The nexus of activist groups, consumers and government regulation could not merely tarnish a company but put it out of business. But corporate America quickly discerned that social responsibility **attracts** investment capital as well as customer loyalty, creating a virtuous circle. Some companies quickly **embraced** the new ethos that consumers boycotted products they considered unethical and others purchase products in part because their manufacturers were responsible. With global warming on the minds of many consumers lots of **companies are racing to 'out green' each other**. The most progressive companies are talking about a triple bottom line-profit, planet and people that focuses on how to run a business while trying to improve environmental and worker conditions.

This is a time when the only thing that has sunk lower than the American public's opinion of Congress is its opinion of business. One burning question is how many of these Corporate Social Responsibility (CSR) initiatives are just shrewd marketing to give companies a halo effect? After all only 8 per cent of the large American corporations go through the trouble of verifying their CSR reports, which many consumers do not bother to read. And while social responsibility is one way for companies to get back their reputations consumers too need to make ethical choices.

Word Count = 552

Time Taken =

Q 1. Which of the following represents the change/s that has/have occurred in the American outlook?

- A. The perception that the government needs to invest resources in business rather than in education.
 - B. Loss of faith in American corporations as they do not disburse their profits equitably among shareholders.
 - C. Americans have cut down on their expenditure drastically to invest only in socially responsible mutual funds.
- (a) None of these (b) Only C
(c) Only A and B (d) Only A and C

Q 2. Which of the following is/are TRUE in the context of the passage?

- A. The voter turnout during the 2009 American elections was high.
- B. African diamonds are highly valued by the American public.
- C. American firms have to spend vast amounts on advertising because activists cast aspersions on their images.





- (a) None of these (b) Only A
(c) Only B and C (d) Only C

Q 3. Which of the following is the central idea of the passage?

- (a) It is beneficial to invest in American companies as they are socially responsible and profitable.
(b) Large corporations should be penalised by the American government for their greed.
(c) Ethical consumerism is profitable for organizations as well as society as a whole.
(d) Companies should be required by law to account for their impact on the environment in their balance sheet.

Q 4. Which of the following best describes the widespread view among Americans about big corporations?

- (a) They have been lax in fulfilling their moral responsibility of increasing profits and benefiting shareholders.
(b) They are being too severely penalised by activities and the government for their role in the economic crisis.
(c) Their innovations have brought commercial success and benefited America tremendously.
(d) They need to be held accountable for their unethical business practices.

Q 5. What is the author trying to convey through the phrase ‘**companies are racing to outgreen each other**’?

- (a) The competition among companies to boost their bottom line profit, planet and people – is very stiff.
(b) The conflict facing businesses of whether to benefit their shareholders or the environment.
(c) Corporations are vying with each other to solicit investment.
(d) Companies are striving to find the necessary funds to finance their environment-friendly initiatives.

PASSAGE 35

Start Time:

End Time:

Direction for questions 1 to 6: *Read the passage below and solve the questions based on it.*

The great fear in Asia a shortwhile ago was that the region would suffer through the wealth destruction already taking place in the U.S. as a result of the financial crisis. Stock markets turned red as exports plunged and economic growth deteriorated. Lofty property prices in China and elsewhere looked set to bust as credit tightened and buyers evaporated. But with surprising speed, fear in Asia swung back to greed as the region shows signs of recovery and property and stock prices are soaring in many parts of Asia.

Why should this sharp Asian turnaround be greeted with skepticism? Higher asset prices mean households feel wealthier and better able to spend, which could further fuel the region’s nascent rebound. But just as easily, Asia could soon find itself saddled with overheated markets similar

3.132 □ Reading Comprehension

to the U.S. housing market. In short **the world has not changed, it has just moved places.**

The incipient bubble is being created by government policy. In response to the global credit crunch of 2008, policy makers in Asia slashed interest rates and **flooded** financial sectors with cash in frantic attempts to keep loans flowing and economies growing. These steps were logical for central bankers striving to reverse a deepening economic crisis. But there's evidence that there is too much easy money around it's winding up in stocks and real estate, pushing prices up too far and too fast for the underlying economic fundamentals. Much of the concern is focused on China, where government stimulus efforts have been large and effective. Money in China has been especially easy to find. Aggregate new bank lending surged 201% in the first half of 2009 from the same period a year earlier, to nearly \$1.1 trillion. Exuberance over a quick recovery which was given a boost by China's surprisingly strong 7.9% GDP growth in the second quarter has **buoyed** investor sentiment not just for stocks but also for real estate.

Former U.S. Federal Reserve Chairman Alan Greenspan argued that bubble could only be recognized in hindsight. But investors who have been well schooled in the dangers of bubbles over the past decade are increasingly wary that prices have risen too far, and that the slightest bit of negative economic news could knock markets for a loop. These fears are compounded by the possibility that Asia's central bankers will begin taking steps to shut off the money. Rumours that Beijing was on the verge of tightening credit led to Shanghai stocks plunging 5%. Yet many economists believe that, 'there is close to a zero possibility that the Chinese government will do anything this year that constitutes tightening.' And without a major shift in thinking, the easy money conditions will stay in place. In a global economy that has produced more dramatic ups and downs than anyone thought possible over the past two years, Asia may be heading for another disheartening plunge.

Word Count = 482

Time Taken =

Q 1. To which of the following has the author attributed the 2008 Asian financial crisis?

- A. Reluctance of Asian governments to taper off the economic stimulus.
 - B. Greed of Asian investors causing them to trade stocks of American companies at high prices.
 - C. Inflated real estate prices in Asian countries.
- (a) None of these (b) Only A
(c) Only C (d) Only A and B

Q 2. What is the author's main objective in writing the passage?

- (a) Illustrating that Asian economies are financially more sound than those of developed countries.
- (b) Disputing financial theories about how recessions can be predicted and avoided.
- (c) Warning Asian countries about the dangers of favouring fast growth and profits over sound economic principles.
- (d) Extolling China's incredible growth and urging other countries to emulate it.





- Q 3. What does the author want to convey through the phrase, 'The world has not changed it has just moved place'?
- At present countries are more dependent on Asian economies than on the US economy.
 - Economies have become interlinked on account of globalization.
 - Asian governments are implementing the same economic reforms as developed countries.
 - All economies are susceptible to recession because of the state of the US economy.
- Q 4. According to the passage, which of the following factor(s) has/have had a negative impact on the Asian stock markets?
- Abrupt drop in exports by Asian countries.
 - Extravagant disbursement of housing loans in 2009.
 - Raising of interest rates by the Central Bank.
- None
 - Only A and B
 - Only A
 - Only A and C
- Q 5. Which of the following can be inferred from the passage?
- All Asian economies are recovering at the same pace.
 - Experts are apprehensive about the state of Asian economies despite their recovery.
 - Developed countries should implement the same economic reforms as Asian ones.
- Only A
 - Only B and C
 - Only A and B
 - Only B
- Q 6. What do the Statistics about loans given by Chinese banks in 2009 indicate?
- There was hardly any demand for loans in 2008.
 - The Chinese government has borrowed funds from the U.S.
 - China will take longer than the US to recover from the economic crisis.
 - None of these.

PASSAGE 36

Start Time:

End Time:

Direction for questions 1 to 3: *Read the passage below and solve the questions based on it.*

There are various sectors in India that are to be assessed for their strengths, weaknesses, opportunities and threats.

The total population is over 1 billion which will increase to 1.46 billion populations will result in higher unemployment and deterioration of quality. Literacy in India is yet another factor to be discussed. According to 1991 census, 64.8% of the population was illiterate. The major downturn of education is due to child labour which has spread all over India and this should be totally eradicated by way of **surveillance** and a good educational system implemented properly by the Government.

3.134 □ Reading Comprehension

Pollution is one more threat to the environment and for the country's **prospects**. This has been experienced more in urban areas mainly in metropolitan cities. The water pollution by the sewage seepage into the ground water and improper maintenance will lead to various diseases which in turn will affect the next generation. In most of the cities there is no proper sewage disposal. The Government has to take effective steps to control population which, in turn, will minimize the pollution.

Poverty questions the entire strength of India's political view and minimizes the energetic way of approach. The shortfall of rains, enormous floods, unexpected famine, drought, earthquake and the recent tsunami hit the country in a negative way. The proactive approach through effective research and analytical study helps us to determine the effects in advance. Proper allocation of funds is a **prerequisite**. In developed countries like U.S., Japan precautionary methods are adopted to overcome this, but it has to be improved a lot in our systems.

Increased population is one of the major reasons for poverty and the Government is unable to allocate funds for basic needs to the society. India has nearly 400 million people living below the poverty line and 90% of active population is in informal economy. The children are forced to work due to their poverty and **differential** caste system. They work in match industry for daily wages, as servants, mechanics, stone breaker, agricultural workers, etc., to prevent child labour, existing laws which favour the Anti Child Labour Act should be implemented by the Government **vigorously**.

More population results in cheap cost by virtue of the demand supply concept. Most of the foreign countries try to utilize this factor by outsourcing their business in India with a very low capital. According to U.S., India is a 'Knowledge Pool' with cheap labour. The major advantage is our communication and technical skill which is adaptable to any environment. The cutting edge skill in IT of our professionals helps the outsourcing companies to **commensurate** with the needs of the consumers in a short span. The major competitors for India are China and Philippines and by the way of technical ability, Indians are ahead of the race. The major Metropolitan states are targeting the outsourcing field vigorously by giving various amenities to the outsourcing companies like tax concession, allotting land, etc., to start their businesses in its cities without any hurdles. Thereby most of the MNCs prefer India as their destinations and capitalize the resources to maximize their assets. Infrastructure is another key factor for an outsourcing company to start a business in a particular city. It includes road, rail, ports, power and water. The increased input in infrastructure in India is very **limited** where China's record is excellent.

India in earlier days gave more importance to the development of industry and less importance to other departments. But the scenario has quite changed nowadays by allocating a special budget of funds for security. This is because of the frightening increase in terrorism all-around the world especially emerging after the 9/11 terror attack in U.S. in the last ten years, budget towards the development of military forces is higher when compared to others. It shows when compared to others. It shows that the threat from our neighbouring countries is escalating. India has to concentrate more on this security factor to wipe out the problem in the way of cross border terrorism.

Making India, a developed country in 2020 is not an easy task. India has to keep in check a variety of factors in order to progress rapidly.





To quote China as an example is that they demolished an old building to construct a very big port to meet future things to happen. The profits gained by India through various sectors are welfare of the country. India's vision for a brighter path will come true not only by mere words or speech. But extra effort needed at all levels to overcome the pitfalls.

Word Count = 760

Time Taken =

Q 1. Which of the following, according to the author, is/are result(s) of increased population in India?

Q 2. Why according to the author has the Indian Government allotted more funds to strengthen the military forces?

- (a) To improve security in order to counter increasing terrorism.
 - (b) As the security in India over the past ten years was grossly inadequate.
 - (c) As the U.S. too has strengthened its military forces after the 9/11 attack.
 - (d) As the industry is developed enough and is not in need of any more funds.

Q 3. What is the author's main objective in writing this passage?

- (a) To exhort the Government to garner support from its neighbouring countries.
 - (b) To suggest to the Government to follow China's example blindly thereby bringing about rapid development.
 - (c) To highlight the plight of the poor.
 - (d) To bring forth the problems associated with the India's development and to suggest measures to counter them.

PASSAGE 37

Start Time:

End Time:

Direction for questions 1 to 5: *Read the passage below and solve the questions based on it.*

Thinking of what education might look like in the next decade, one quickly realizes that the trends in technology are leaving a large number of our students behind. Today is an age of exponential change. New and ever improving technologies are popping up every day and in every corner of society.

Educating the best and the brightest in this brave new world will take a new and improved educational **paradigm**. Allowing our educational tools to age in the corner of the classroom will be the mistake that may cost us our future. Throwing away masses of children to **inequitable** access will ensure

3.136 □ Reading Comprehension

that we **languish** at the bottom of the global pool of employable workers for decades to come.

Technology will shape the way we educate students in the next decade. A user is not simply a person who uses. For the student, being a user should involve using the latest technology in a free and **autonomous** manner. This new-found freedom will allow the student to become an active participant in his/her education instead of a passive passenger. In our current technological society, being a user also means being tracked. Tracking a student means having the ability to target education towards weaknesses and strengths. The ability to accurately customize curricula to the individual has been the holy grail of educational philosophy for many years. This golden age of technological development may soon enable this dream to become a reality.

Current educational curricula and individual assessment is **arbitrary** at best. Accurately assessing a student can only be achieved by using modern tracking and database technologies. Imagine a world where every child has a tablet computer with ready access to the internet. Further, imagine that every student can access all the knowledge of humankind freely at any moment in time. Continue to imagine world where a misspelled word brings up a spelling challenge application instead of an autocorrection. Try to contemplate what it would mean for a teacher to have a database of every misspelled word, every misunderstood concept or every missed, equation for each of their students. Try to envision a teacher with the ability to customize the experience of the individual ‘user’ with minimal effort. Imagine the curriculum being automatically targeted to the user through an intuitive educational platform that knows all strengths and each unique weakness. In the last few hundred years, most individuals would consider an education as something you receive. You often hear the question asked, ‘Where did you receive your education?’ as we proceed through the next decade, education will slowly move away from reception and toward being custom designed for the individual user. New technology will not only allow us to receive an education, but also develop an education. The question we might ask in ten years, ‘How did you develop your education?’ the question of where will still be important, but the how of the matter will be the focus that defines the individual.

To make this a reality we will need a standardized platform from which to develop a student’s unique education. This standardized platform will allow to tailor a custom curriculum that will be matched to talents, interests and life goals. For the educator, a standardized platform will create a way to assist the student in discovering a true purpose in life through a unique educational experience. The basics of reading, writing and arithmetic will not be taught as much as they will be discovered and used. Learning will become a **reciprocal** experience between the teachers the student and the machine.

Under a standardized platform, each of these three participants will have a role to play. The teacher will be the facilitator assisting the development of the curriculum and inspiring the direction the student takes. The student will be the user, gathering resources, skills and knowledge in an efficient and measured sequence. The machine will do the work of data gathering and analysis, which will assist the teacher and student in refining the curriculum. This data gathering work of the machine will also free the teacher from the burden of record-keeping and tedious tasks that currently distract from the real job of teaching and learning.





Under a standardized system, grade level will be far less important. Achievement and progression will be measured by accomplishment and intelligence as a benchmark for success. The question of failure or success will be irrelevant and replaced with a standard and consistent measurement of potential and overall intelligence. Information will no longer be missed but continually rehearsed and monitored for retention by the machine. Tasks such as data tracking reporting and record keeping are currently accomplished manually. These tasks could easily be **delegated** to an intuitive database. Developing a standard to follow would eliminate these tasks and free the teacher to do their main job of teaching students.

The next decade may mark the moment in history when all are granted equal access to technology. Access to quality education will only be gained through investment and universal standardization of this technology. If we continue to divert wealth towards fruitless goals and corporate greed, this opportunity will be lost or hopelessly delayed.

Word Count = 855

Time Taken =

Q 1. According to the author, which of the following will be the benefit(s) of introducing a standardized technological platform?

Q 2. Which of the following is/are **true** in the context of the passage?

- A. In the presence of technology each student would require constant monitoring by other individuals to maximize learning.
 - B. Educational philosophy is based on the belief of tailoring educational syllabus to individual student capability.
 - C. The author visualizes that each student will have access to technology in the future.

(a) Only A and B (b) Only B
(c) Only C (d) Only B and C

Q 3. What does the author mean by the term 'tracking a student'?

- (a) Analyzing the strengths and weaknesses of a student and designing an educational syllabus accordingly.
 - (b) Assessing whether a student is paying due attention to the existing curriculum offered by an institute of learning's.
 - (c) Analyzing the positives and negatives of an educational institute of modifying it suitably to cater to industrial requirements.
 - (d) Following a student to the educational institute that he visits frequently in order to estimate the time he spends there.

Q 4. According to the author, why is the current education provided not satisfactory?

- (a) The teachers providing education are not qualified enough to emphasize on quality.
 - (b) Quality of education provided is not uniform across the globe and individual assessment is subjective.

3.138 □ Reading Comprehension

- (c) The education sector is fraught with corrupt practices and thus does not produce the desired.
 - (d) The education system is not guided by technology and hence, the pace of learning is slow.
- Q 5. What is the author's vision regarding the integration of technology with education?
- A. A substantial database consisting of each student's learning curve would be readily available.
 - B. An error would activate software which would encourage learning rather than autocorrecting.
 - C. Experimentation in academics would be encouraged.
 - (a) Only C
 - (b) Only A and B
 - (c) All A, B and C
 - (d) Only A and C

PASSAGE 38

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

A few weeks ago, a newspaper article quoted a well-known scientist saying, 'IT has destroyed Indian science'. One can **speculate** about the various ways in which the growth of the IT sector and other similar knowledge industries such as biotechnology has led to a decline in basic scientific research in India.

The most obvious reason is money; pay scales in IT and BT are much higher than one can aspire to in academia. The argument goes; why should a **bright** B.Tech. or M.Sc. Student enroll in a Ph.D. programme when she can make a lot more money writing code? Not only does a **fresh** IT employee make a lot more than a fresh M. Tech. student, his/her pay will rise much faster in IT than in academia. A professor/s pay at a government-run university, even after the Sixth Pay Commission, tops out at far less than a senior executive's salary in a major industry.

Second, the social status of IT and BT jobs equal or even exceed the social status of corresponding academic positions, since they are seen as knowledge industries, which plays to the best and worst instincts of the societal order. As **quintessential** white collar professions, neither do they compel a successful entrepreneur to resort to violence and corruption, nor do they demand any physical labour. Unlike real estate or road construction, it is felt that IT workers can become rich while staying honest and sweat-free.

Assuming that the labour pool for academia and IT is roughly the same, the difference in our collective preferences biases the labour market towards IT and away from academia. Further, when the imbalance between IT and academia continues for years and even decades, a destructive loop, from academia's point of view, is created. When our best and brightest take IT jobs over academic ones for a decade or more, faculty positions in our universities and research centers are no longer filled by the best candidates.



As faculty quality goes down, so does the **capacity** to train top-class graduate students who, after all, are teachers in training. In response to decreasing faculty quality, even those students who otherwise choose an academic profession, decide to join industry or go abroad for their studies. These foreign trained graduates prefer to come back to corporate India if at all they do come back – and the downward cycle replicates itself in each generation. In other words, academia is trapped within a perfect storm created by a combination of social and economic factors.

In this social-economic calculus, the members of our societal classes should prefer an IT job to an academic one. Or, to put it another way, the knowledge economy, i.e., the creation of knowledge for profit, trumps the knowledge society, i.e., the creation of knowledge for its own sake or the sake of the greater good. As is said. ‘Knowledge is power, but money is even more power.’ Perhaps the scientist was **alluding** to this victory of capitalism over the pursuit of pure knowledge when he accused IT of having a negative influence on Indian science.

Surely, knowledge has become a commodity like any other and as a result, knowledge workers are like any other labourers, who will sell their wares to the highest bidder. One solution is to accept and even encourage the commoditization of knowledge; if so, Indian universities and research centers should copy their western counterparts by becoming more and more like corporations. These centers of learning should convert themselves into engines of growth. In this logic, if we increase academic salaries and research grants to match IT pay cheques we will attract good people into academia, where, in any case, it is rumoured that a certain **elusive** feeling called ‘the quality of life’ is better.

Word Count = 626

Time Taken =

Q 1. According to the passage what did the scientist actually mean when he said, ‘IT has destroyed Indian Science?’

- (a) The centres meant for scientific research are being utilized by IT industries.
- (b) The IT industry does not employ people pursuing higher studies.
- (c) As information is readily available on the internet because of IT. There is no need to seek further information.
- (d) The desire for money has overshadowed the search for knowledge.

Q 2. Which of the following is possibly the most appropriate title for the passage?

- (a) Is the future of IT Bright?
- (b) The IT industry and the World Economy
- (c) Research and Academics Losing the Battle against IT
- (d) Scientific Research and the Need for Well Trained Faculty

Q 3. What, according to the author, is a destructive loop?

- (a) Many people quit their existing jobs to work in the IT industry which in turn leads to the downfall of the other industries.
- (b) The fact that the best minds do not want to become teachers and this in turn leads to good students seeking knowledge elsewhere.
- (c) The fact that people working in the IT industry do not pursue higher studies which in turn leads to the deterioration in quality of employees.

3.140 □ Reading Comprehension

- (d) The unending use of resources by the IT industry leading to a dearth of resources in the country.
- Q 4. Which of the following mentioned below is/are the author's suggestion/s to promote interest in Indian academia?
- A. Research centers should adopt the corporate culture as is done in the West.
 - B. Lessening the number of research grants given.
 - C. Making academic salaries equivalent to those paid in IT industries.
- (a) Only C (b) Only A
(c) Only B and C (d) Only A and C

PASSAGE 39

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

At the time when the unfortunate incident of the 'accidental' exposure to radiation that affected workers and waste collectors in Delhi as they handled radioactive material. Took place, the issue of waste disposal, particularly hazardous waste, made the headlines. The lives of those who live off collecting and sorting waste came into our line of vision. But then the issue disappeared.

Long-term policies that ensure that the safety and health of those who do such an essential job—a community of silent environmentalists someone called them are not such a high priority any more. One reason is that the people affected are virtually invisible.

Waste collectors around India work silently. Often late into the night, sorting out mountains of waste, **foraging** for anything that can be sold. If you walk down some streets of central Mumbai after 11 at night. You will see an army of waste collectors. Men women, children are all hard at work. They work through the night and finally manage to get some sleep on the doorsteps of the shops on those streets. By daylight they become invisible, having stowed their belongings in boxes behind the signs of the shops on whose doorsteps they sleep. These are the people of the night, not noticed by those who **inhabit** the areas in the day.

What is often not entirely appreciated is that a substantial percentage of waste collectors is women. According to a study, 85 per cent of waste collectors in the city are women, five per cent are children and 10 per cent are men. The majority of them are poor and landless people who came to the city because of drought in their villages. The age group ranges from 7 to 70 years and 98 per cent of them are illiterate. A survey of 60,000 waste collectors found a similar proportion. 60 per cent women, 20 per cent men and 20 per cent children. Studies have revealed that 90 per cent of the women waste-pickers are primary bread-winners, often widowed or deserted. It is interesting how the gender division of labour plays out even in the business of waste. While women, and children, do the more **hazardous** job of sorting and separating the waste, the men deal with the wholesalers and factories. As a result it is the women who are exposed to



hazardous waste none of them wear any kind of protective gear and also face the physical problems of constantly bending and carrying head loads of the waste. Look at any group of waste collectors and you will spot the bent old women who have been performing this function for decades.

In the slum-city of Mumbai, waste collectors experience the most acute degree of homelessness. While poor people in other kinds of jobs somehow manage to find some shelter in a slum, irrespective of whether it is legal or illegal, waste collectors sleep next to the garbage they have sorted. This is their wealth something they have to protect after they have collected and sorted it until they can **monetize** it. Hence, near many garbage dumps, even in the better off localities of cities like Mumbai, you see families of waste pickers asleep in the morning. And most often you see only women and children.

Why bring up waste collectors at a time when the main environmental issues being debated are the larger issues of global warming. Or environmental disasters such as the oil spill in the Gulf of Mexico? This is because one cannot speak of the environment without **considering** its impact on the lives of people. We have hundreds of small-scale and continuing environmental disasters taking place all around us. But we overlook them so long as they do not impact our lives or our lifestyles. Millions of waste pickers in India. Who play a crucial, role in dealing with the perennial environmental crisis of waste. Risk their lives and their health every single day. This is an ongoing environmental issue that requires as much attention from ordinary people, the media and policy makers as the larger macro issues.

Word Count = 679

Time Taken =

Q 1. Why are long-term policies favouring waste collectors not high priority?

- (a) The government is currently contemplating over the effects of the oil spill in the Gulf of Mexico and does not have time for other issues.
- (b) The plight of these people is not evident as they work late into the night and are not seen much during the day.
- (c) The Government is unable to see these people at all and thus is not aware of their existence.
- (d) These waste collectors themselves are not in favour of being brought into the organized sector because of the numerous complications involved.

Q 2. Which of the following is **true** about waste collectors as given in the passage?

- A. Majority of waste collectors are people who have migrated from their village because of some natural calamity.
 - B. Waste collectors prefer to sleep next to the garbage they have sorted.
 - C. Most waste collectors are not literate.
- (a) Only B
 - (b) Only A and B
 - (c) Only C
 - (d) All A, B and C

Q 3. Which of the following is possibly the most appropriate title for the passage?

- (a) The General Public's Apathetic Ways
- (b) The Unorganized Sector

3.142 □ Reading Comprehension

- (c) The Invisible Waste
- (d) Waste Collectors – The World Over

Q 4. Why according to the author, is the issue of waste collectors as important as the issue of global warming?

- A. As most waste collectors in big cities are children who are ultimately the future of our nation.
- B. As without the waste collectors sorting waste the phenomenon of global warming would increase exponentially.
- C. As waste collectors deal with wastage which impacts the people's everyday lives and is also environmentally significant.
- (a) Only B and C (b) Only A
- (c) Only A and B (d) Only C

PASSAGE 40

Start Time:

End Time:

Direction for questions 1 to 4: *Read the passage below and solve the questions based on it.*

Indians are known for their obsessive and compulsive fascination for gold. India is the largest importer and largest consumer of the yellow metal as Indians buy about 25 per cent of the world's gold. In 2008, India imported around 400 tons of it. About 80 per cent of the world's extracted gold is **fashioned** as jewellery. However, most of us do not know or do not think about the environmental cost of the metal. For instance, extracting enough gold to **forge** a solitary, no-frills wedding band ultimately translates into roughly 20-30 tons of waste. At some mines in Nevada (USA). Hundred tones or more of earth have been excavated for a single ounce of gold.

The waste is of two forms: redundant rock, which is typically piled as flat heaps in locations near the mining site and the effluent or tailings which are a result of chemical processing of the mined ore. Sulphides in the redundant rock react with oxygen heavy metals like cyanide, cadmium lead and mercury harmful to people even at minuscule concentrations. The tailings component is typically a thick slurry laced with cyanide, aluminum, copper, lead, and mercury: enough to **decimate** fish populations of water environment it is disposed of into. Disposal of wet tailings into water bodies has been effectively banned in developed countries but it continues to be practiced in most developing nations. There is also a very real danger of surface water and groundwater table contamination on account of these heavy metals.

In fact, gold mining generates more waste per ounce than any other metal and the effects are startling. Mining for gold has left huge gouges on the face of the earth. So **massive** that they can be seen from space.

According to a study, respiratory ailments, soil and water contamination, thick blankets of dust. Withering of coconut trees and changes in land pattern use are some of the common features of the urban area around a particular gold mine in Karnataka. Many areas are reported to have become infertile because of soil contamination. They contain a percentage of heavy metals enough to retard plant growth.



Similarly, according to another report in 2008, nearly seven years after the closure of these mines, the people of this region continue to face serious environment and health problems, particularly in July and August, due to winds in these months that carry with them cyanide particles from the dust piles in the abandoned mines. When the mines were operational, a layer of red soil used to be put over these dust piles before these crucial months to prevent the cyanide particles from being carried away by the heavy winds. Now that the mines have been closed, the imitative measures have **ceased** as well.

People from socially and economically marginalized communities turn to mining to escape acute poverty, unemployment, and landlessness. In some cases, their homes and farms may be acquired for large-scale gold mining. While compensation is promised to them, it may take a year or two to kick in. Till then forced to eke out a bare livelihood mostly in a kind of lottery system, they resort to crude methods to separate any flecks of gold that may be there in the discarded waste rock using mercury. In the process, destroy themselves slowly as well as their environment. The shanty towns which **inevitably** come up around the large-scale mining sites only serve to add to the problem. Given their illegal and therefore unrecognized nature, they lack basic amenities like garbage disposal and water supply and sanitation, becoming another unsightly blot on the landscape.

According to the World Gold Council, while estimates of numbers engaged in artisanal mining vary widely. They range between 13 and 20 million men, women and children from over 50 developing countries. Indeed, it is believed that as much as a quarter of the world's gold is supplied by artisanal miners. Their efforts to earn themselves a daily wage have resulted in huge habitual loss and destruction. For example, huge patches of land, once home to lush trees in the island of Borneo in Indonesia, are being swiftly rendered treeless and lifeless pits of waste. Incidentally, the island is highly famed for its rich biodiversity. Combined with heavy pressures from the logging lobby and need for cheap power through hydroelectricity and relentless mining activity. It is hard to imagine if Borneo will manage to retain its crown.

Why should these facts about gold mining bother us? After all, we just import the metal: we do not mine it here to the extent other countries do. That is about to change though. New Delhi has big plans to **fuel** growth in the mining sector and is looking to open investment in gold mining in the country – and in a big way.

However, India's environmental track record in mining has been anything but stellar. And this is something that requires close attention in light of the planned increased forays into gold mining. Even with the comparatively minuscule amounts of gold mining done so far, we have tripped up on environmental considerations. Geologically, India's terrain is very similar to those in other parts of the world where there have been huge gold finds. What we need to do is to learn from the mistakes committed by certain developed countries in their own backyard. We have a whole series of examples of where things have gone wrong from other developing countries. We need to use these insights to our advantage and quickly.

Word Count = 913

Time Taken =

3.144 □ Reading Comprehension



- Q 1. According to the author, how are gold mines detrimental to the environment as well as public health even after their closure?
- (a) The layer of red soil used to cover dust piles in these mines seeps into the ground water thereby making it unfit for consumption.
 - (b) The mines weaken land mass and increase the chances of occurrence of earthquakes especially after there is no one looking after them.
 - (c) The imitative measures adopted after the closure of these mines are not supervised adequately hence, are highly damaging.
 - (d) Winds in specific months carry harmful heavy metal particles from the dust heaps accumulated in these mines.
- Q 2. Which of the following is/are ill-effects of gold mining as mentioned in the passage?
- A. Waste generated while mining for gold is harmful even in small quantities.
 - B. Groundwater gets polluted due to the release of heavy metals generated from the mining of gold.
 - C. Gold mining activities cause respiratory illnesses in people.
- (a) Only A
 - (b) All A, B and C
 - (c) Only B and C
 - (d) Only B
- Q 3. What is the author's intention behind writing this passage?
- (a) To discourage the Indian Government from investing in gold mining.
 - (b) To bring forward the problems associated with gold mining for India's benefit.
 - (c) To discourage Indians from buying gold based on its repercussions.
 - (d) To advocate the import of gold instead of mining of it.
- Q 4. Why according to the author, is the environmental cost of gold very high?
- (a) As gold is the only metal which generates harmful waste on its excavation.
 - (b) As excavation of gold releases the highest amount of pollutants into the air as compared to any other metal.
 - (c) As gold excavation is a very tedious process and requires usage of a number of environmentally destructive resources.
 - (d) As the amount of gold recovered in proportion to the land excavated is negligible.

ANSWERS

PASSAGE 1

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(d)	3	(d)

PASSAGE 2

Q. No.	Answer						
1	(d)	2	(d)	3	(c)	4	(d)

PASSAGE 3

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(b)	3	(b)

PASSAGE 4

Q. No.	Answer						
1	(d)	2	(b)	3	(d)	4	(c)
5	(a)						

PASSAGE 5

Q. No.	Answer						
1	(c)	2	(d)	3	(d)	4	(c)
5	(a)	6	(d)				

PASSAGE 6

Q. No.	Answer						
1	(b)	2	(a)	3	(c)	4	(d)

PASSAGE 7

Q. No.	Answer						
1	(d)	2	(d)	3	(d)	4	(b)

3.146 □ Reading Comprehension

PASSAGE 8

Q. No.	Answer						
1	(c)	2	(d)	3	(b)	4	(a)

PASSAGE 9

Q. No.	Answer						
1	(a)	2	(d)	3	(c)	4	(b)

PASSAGE 10

Q. No.	Answer						
1	(c)	2	(b)	3	(c)	4	(b)

PASSAGE 11

Q. No.	Answer						
1	(b)	2	(b)	3	(a)	4	(d)
5	(c)	6	(d)				

PASSAGE 12

Q. No.	Answer						
1	(b)	2	(d)	3	(d)	4	(c)

PASSAGE 13

Q. No.	Answer						
1	(d)	2	(d)	3	(b)	4	(d)
5	(c)						

PASSAGE 14

Q. No.	Answer						
1	(c)	2	(d)	3	(a)	4	(d)

PASSAGE 15

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(b)	3	(d)

PASSAGE 16

Q. No.	Answer						
1	(a)	2	(d)	3	(d)	4	(d)
5	(b)	6	(d)				

PASSAGE 17

Q. No.	Answer						
1	(b)	2	(d)	3	(b)	4	(b)
5	(d)	6	(c)				

PASSAGE 18

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(d)	3	(d)

PASSAGE 19

Q. No.	Answer						
1	(d)	2	(a)	3	(c)	4	(b)

PASSAGE 20

Q. No.	Answer						
1	(b)	2	(a)	3	(c)	4	(d)
5	(c)	6	(b)	7	(d)		

PASSAGE 21

Q. No.	Answer						
1	(d)	2	(b)	3	(c)	4	(c)

PASSAGE 22

Q. No.	Answer						
1	(c)	2	(d)	3	(d)	4	(a)

3.148 □ Reading Comprehension

PASSAGE 23

Q. No.	Answer						
1	(d)	2	(d)	3	(d)	4	(d)
5	(c)						

PASSAGE 24

Q. No.	Answer						
1	(b)	2	(d)	3	(d)	4	(c)

PASSAGE 25

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(b)	3	(a)

PASSAGE 26

Q. No.	Answer						
1	(d)	2	(b)	3	(d)	4	(d)
5	(c)						

PASSAGE 27

Q. No.	Answer						
1	(c)	2	(d)	3	(d)	4	(d)

PASSAGE 28

Q. No.	Answer						
1	(a)	2	(d)	3	(b)	4	(a)

PASSAGE 29

Q. No.	Answer						
1	(b)	2	(d)	3	(b)	4	(b)

PASSAGE 30

Q. No.	Answer						
1	(d)	2	(c)	3	(d)	4	(c)

PASSAGE 31

Q. No.	Answer						
1	(d)	2	(c)	3	(d)	4	(b)

PASSAGE 32

Q. No.	Answer						
1	(d)	2	(d)	3	(d)	4	(a)

PASSAGE 33

Q. No.	Answer						
1	(b)	2	(b)	3	(d)	4	(d)

PASSAGE 34

Q. No.	Answer						
1	(a)	2	(a)	3	(c)	4	(d)
5	(a)						

PASSAGE 35

Q. No.	Answer						
1	(a)	2	(b)	3	(d)	4	(c)
5	(d)	6	(d)				

PASSAGE 36

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(a)	3	(d)

PASSAGE 37

Q. No.	Answer						
1	(b)	2	(d)	3	(a)	4	(d)
5	(c)						

3.150 □ Reading Comprehension

PASSAGE 38

Q. No.	Answer						
1	(d)	2	(c)	3	(b)	4	(d)

PASSAGE 39

Q. No.	Answer						
1	(b)	2	(d)	3	(c)	4	(a)

PASSAGE 40

Q. No.	Answer						
1	(d)	2	(b)	3	(b)	4	(b)

HINTS AND EXPLANATIONS

Passage 3

1. (b) Patent resulted in a commercial treatment we can say that patenting gives a boost to new ideas.
2. (b) Passage mentions both the advantages and disadvantages of patenting, hence, option (b) is the answer.
3. (b) Look at the first paragraph – it is stated that the court went against its own guidelines, hence, it can be said that the system is *ad hoc*.



Passage 5

1. (c) Refer to the second line: ‘The authenticity of democracy requires in addition that these reflective preferences influence collective outcomes and action...’
2. (d) It can be inferred from the beginning lines of the second paragraph.
3. (d) Author argues for cooperation in the last line but also says that it is never a state of cooperation alone as such.
4. (c) Refer to the second last line of the first paragraph ‘...trappings of a Foucauldian discourse ... do simultaneously pose through coercion a threat to an utterance as such. If democracy cannot ensure utterance as freedom and if the illocutionary forces in a discursive democracy disciplines...’ This implies that it is not a strategic discourse.
5. (a) Primordial = existing from the beginning.
6. (d) ‘The alternative to competition, a mental-state which is out of a Desire to enjoy the ‘other’ ...’ None of the given choices matches this description.



Passage 6

1. (b) Option (a) is not supported by the passage. Option (b) is mentioned in the 1st two lines. Hence, option (b) is the answer. Option (c) and option (d) are not mentioned in the passage.
2. (a) Look at the statement ‘...given the precarious state of democracy in most of the world.’ Hence, option (a) is the answer. Option (c) is beyond the scope of the passage and option (d) is not mentioned as the reason by the author.
3. (c) Option (d) contradicts the meaning and essence, hence, cannot be the answer. We need a positive connotation word, and option (c) fits the context best out of the remaining three options. Hence, option (c) is the answer.
4. (d) Option (a) cannot be the answer as the passage highlights the other extremes as well. Option (b) cannot be the answer as passage analyses; it does not pass a judgment. Option (c) is not the answer as the scope of the passage is not restricted. Option (d) fits as it talks about the relative success of India’s democratic set up. Hence, option (d) is the answer.

Passage 19

1. (d) (a) Not given in the passage.
(b) No data to support.
(c) Not mentioned in the passage.
(d) It is mentioned in the passage. Hence, option (d) is the answer.
2. (a) (a) Passage says the trend got reversed later. Hence, option (a) is the answer.
(b) Cannot be deduced.
(c) Not mentioned in the passage
(d) Not related to the content
3. (c) (a) It is high but not unreasonable.
(b) It is not correct.
(c) Fits into the context, Hence, option (c) is the answer.
(d) Does not fit into the context.
4. (b) (a) The passage contradicts this statement, hence, it cannot be the answer.
(b) It is indicated in the second and third paragraph.
(c) It was partly successful, hence, this option cannot be the answer.
(d) It was not a big success, hence, this option cannot be the answer.

This page is intentionally left blank

PART 4

CAT PAPERS

- | | | |
|----------|-----------------------|------|
| 1 | CAT 2002 | 4.3 |
| 2 | CAT 2003 | 4.17 |
| 3 | CAT 2004 | 4.31 |
| 4 | CAT 2005 | 4.47 |
| 5 | CAT 2006 | 4.57 |
| 6 | CAT 2007 | 4.67 |
| 7 | CAT 2008 | 4.79 |

This page is intentionally left blank

CAT 2002

1

ABOUT THE TEST

1. Read the instructions carefully before attempting the questions
2. Do your rough work on Test Booklet and not on the Answer Sheet
3. Total Questions = 50
4. There is negative marking

Direction for questions 1 to 5: For the word given at the top of each table match the dictionary definitions on the left (A, B, C, D) with their corresponding usage on the right (E, F, G, H). Out of the four possibilities given in the boxes below the table, select the one that has all the definitions and their usages correctly matched.

1. Measure

	Dictionary definition		Usage
A	Size or quantity found by measuring.	E	A measure was instituted to prevent outsiders from entering the campus.
B	Vessel of standard capacity.	F	Sheila was asked to measure each item that was delivered.
C	Suitable action.	G	The measure of the cricket pitch was 22 yards.
D	Ascertain extent or quantity.	H	Ramesh used a measure to take out one litre of oil.

1	
A	H
B	F
C	E
D	G

2	
A	G
B	E
C	F
D	H

3	
A	G
B	H
C	E
D	F

4	
A	F
B	H
C	E
D	G

2. Bound

	Dictionary definition		Usage
A	Obliged, constrained	E	Dinesh felt bound to walk out when the discussion turned to kickbacks.
B	Limiting value	F	Buffeted by contradictory forces he was bound to lose his mind.
C	Move in a specified direction.	G	Vidya's story strains the bounds of credulity.
D	Destined or certain to be	H	Bound for a career in law, Jyoti was reluctant to study Milton.

4.4 □ CAT Papers

1	
A	F
B	H
C	G
D	E

2	
A	E
B	G
C	H
D	F

3	
A	E
B	H
C	F
D	G

4	
A	F
B	G
C	E
D	H

1	
A	F
B	E
C	G
D	H

2	
A	H
B	G
C	E
D	F

3	
A	F
B	H
C	G
D	E

4	
A	H
B	E
C	G
D	F

3. Catch

	Dictionary definition		Usage
A	Capture	E	All her friends agreed that Prasad was a good catch.
B	Grasp with senses or mind	F	The proposal sounds very good but where is the catch.
C	Deception	G	Hussain tries to catch the spirit of India in this painting.
D	Thing or person worth trapping	H	Sorry, I could not catch you.

5. Turn

	Dictionary definition		Usage
A	Give new direction to	E	It was now his turn to be angry.
B	Send	F	Leena never turned away a beggar.
C	Change in form	G	Ashish asked Laxman to turn his face to the left.
D	Opportunity coming successively for each person.	H	The old school building has been turned into a museum.

1	
A	H
B	F
C	E
D	G

2	
A	F
B	G
C	E
D	H

3	
A	G
B	F
C	E
D	H

4	
A	G
B	H
C	F
D	E

1	
A	H
B	E
C	F
D	G

2	
---	--

3	
---	--

4	
---	--

4. Deal

	Dictionary definition		Usage
A	Manage, attend to	E	Dinesh insisted on dealing the cards.
B	Stock, sell	F	This contract deals with handmade cards.
C	Give out to a number of people	G	My brother deals in cards.
D	Be concerned with	H	I decided not to deal with handmade cards.

Direction for questions 6 to 10: The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.

- Branded disposable diapers are available at many supermarkets and drug stores.
- If one supermarket sets a higher price for a diaper, customers may buy that brand elsewhere.
- By contrast, the demand for private-label products may be less price sensitive since it is available only at a corresponding supermarket chain.
- So, the demand for branded diapers at any particular store may be quite price sensitive.
- For instance, only SavOn Drugs stores sell SavOn Drugs diapers.

- F. Then, stores should set a higher incremental margin percentage for private-label diapers.
 (a) ABCDEF (b) ABCEDF
 (c) ADBCEF (d) AEDBCF
- Q 7. A. Having a strategy is a matter of discipline.
 B. It involves the configuration of a tailored value chain that enables a company to offer unique value.
 C. It requires a strong focus on profitability and a willingness to make tough trade-offs in choosing what not to do.
 D. Strategy goes far beyond the pursuit of best practices.
 E. A company must stay the course even during times of upheaval, while constantly improving and extending its distinctive positioning.
 F. When a company's activities fit together as a self-reinforcing system, any competitor wishing to imitate a strategy must replicate the whole system.
 (a) ACEDBF (b) ACBDEF
 (c) DCBEFA (d) ABCEDF
- Q 8. A. As officials, their vision of a country should not run too far beyond that of the local people with whom they have to deal.
 B. Ambassadors have to choose their words.
 C. To say what they feel they have to say, they appear to be denying or ignoring part of what they know.
 D. So, with ambassadors as with other expatriates in black Africa, there appears at a first meeting a kind of ambivalence.
 E. They do a specialized job and it is necessary for them to live ceremonial lives.
 (a) BCEDA (b) BEDAC
 (c) BEADC (d) BCDEA
- Q 9. A. "This face off will continue for several months given the strong convictions on either side," says a senior functionary of the high-powered task force on drought.
 B. During the past week-and-a-half, the Central Government has sought to deny some of the earlier apprehensions over the impact of drought.
 C. The recent revival of the rains had led to the emergence of a line of divide between the two.
 D. The state governments, on the other hand, allege that the Centre is down playing the crisis only to evade its full responsibility of financial assistance that is required to alleviate the damage.
 E. Shrill alarm about the economic impact of an inadequate monsoon had been sounded by the Centre as well as most of the states, in late July and early August.
 (a) EBCDA (b) DBACE
 (c) BDCAE (d) ECBDA
- Q 10. A. This fact was established in the 1970s by French survey expeditions to Equator near the Equator and Lapland in the Arctic, which found that around the middle of the earth the arc was about a kilometer shorter.
 B. One of the unsettled scientific questions in the late 18th century was the exact nature of the shape of the earth.
 C. The length of one-degree arc would be less near the equatorial latitudes than at the poles.
 D. One way of doing that is to determine the length of the arc along a chosen longitude or meridian at one-degree latitude separation.
 E. While it was generally known that the earth was not a sphere but an 'oblate spheroid', more curved at the equator and flatter at the poles, the question of 'how much more' was yet to be established.
 (a) BECAD (b) BEDCA
 (c) EDACB (d) EBDCA
- Direction for questions 11 to 15: Fill the gaps in the passages below with the most appropriate word from the options given for each gap. The right words are the ones used by the author. Be guided by the author's overall style and meaning when you choose the answers.**
- Von Neumann and Morgenstern assume a decision framework in which all options are thoroughly considered, each option being independent of the others, with a numerical value derived for the utility of each possible outcome (these outcomes reflecting, in turn, all possible combinations of choices). The decision is then made to maximize the expected utility.
- (11) _____, such a model reflects major simplifications of the way decisions are made in the real world. Humans are not able to process information as quickly and effectively as the model assumes; they tend not to think (12) _____ as easily as the model calls for; they often deal with a particular option without really assessing its (13) _____, and when they do assess alternatives, they may be extremely nebulous about their criteria of evaluation.
- Q 11. (a) regrettably (b) firstly
 (c) obviously (d) apparently
- Q 12. (a) quantitatively (b) systematically
 (c) scientifically (d) analytically

4.6 □ CAT Papers

- Q 13. (a) implications (b) disadvantages
(c) utility (d) alternatives

In a large company, (14)_____ people is about as common as using a gun or a switch-blade to (15)_____ an argument. As a result, most managers have little or no experience of firing people, and they find it emotionally traumatic; as a result, they often delay the act interminably, much as an unhappy spouse will prolong a bad marriage. And when the firing is done, it is often done clumsily, with far worse side effects than are necessary.

Do the world-class software organizations have a different way of firing people? No, but they do the deed swiftly, humanely, and professionally.

The key point here is to view the fired employee as a “failed product” and to ask how the *process* (16)_____ such a phenomenon in the first place.

- Q 14. (a) dismissing (b) punishing
(c) firing (d) admonishing

- Q 15. (a) resolve (b) thwart
(c) defeat (d) close

- Q 16. (a) derived (b) engineered
(c) produced (d) allowed

Direction for questions 17 to 20: *In each of the questions below, four different ways of writing a sentence are indicated. Choose the best way of writing the sentence.*

- Q 17. A. The main problem with the notion of price discrimination is that it is not always a bad thing, but that it is the monopolist who has the power to decide who is charged what price.
B. The main problem with the notion of price discrimination is not that it is always a bad thing, it is the monopolist who has the power to decide who is charged what price.
C. The main problem with the notion of price discrimination is not that it is always a bad thing, but that it is the monopolist who has the power to decide who is charged what price.
D. The main problem with the notion of price discrimination is not it is always a bad thing, but that it is the monopolist who has the power to decide who is charged what price.
(a) A (b) B (c) C (d) D

- Q 18. A. A symbiotic relationship develops among the contractors, bureaucracy and the politicians, and by a large number of devices costs are artificially

escalated and black money is generated by underhand deals.

- B. A symbiotic relationship develops among contractors, bureaucracy and politicians, and costs are artificially escalated with a large number of devices and black money is generated through underhand deals.
C. A symbiotic relationship develops among contractors, bureaucracy and the politicians, and by a large number of devices costs are artificially escalated and black money is generated on underhand deals.
D. A symbiotic relationship develops among the contractors, bureaucracy and politicians, and by large number of devices costs are artificially escalated and black money is generated by underhand deals.
(a) A (b) B (c) C (d) D

- Q 19. A. The distinctive feature of tariffs and export subsidies is that they create difference of prices at which goods are traded on the world market and their price within a local market.

- B. The distinctive feature of tariffs and export subsidies is that they create a difference of prices at which goods are traded with the world market and their prices in the local market.
C. The distinctive feature of tariffs and export subsidies is that they create a difference between prices at which goods are traded on the world market and their prices within a local market.
D. The distinctive feature of tariffs and export subsidies is that they create a difference across prices at which goods are traded with the world market and their prices within a local market.
(a) A (b) B (c) C (d) D

- Q 20. A. Any action of government to reduce the systemic risk inherent in financial markets will also reduce the risks that private operators perceive and thereby encourage excessive hedging.

- B. Any action by government to reduce the systemic risk inherent in financial markets will also reduce the risks that private operators perceive and thereby encourage excessive gambling.
C. Any action by government to reduce the systemic risk inherent due to financial markets will also reduce the risk that private operators perceive and thereby encourages excessive hedging.

- D. Any action of government to reduce the systemic risk inherent in financial markets will also

reduce the risks that private operators perceive and thereby encourages excessive gambling.

- (a) A (b) B (c) C (d) D

Direction for questions 21 to 25: *For each of the words below, a context is provided. From the alternatives given pick the word or phrase that is closest in meaning in the given context.*

Q 21. **Opprobrium:** The police officer appears oblivious to the opprobrium generated by his blatantly partisan conduct.

- (a) Harsh criticism (b) Acute distrust
(c) Bitter enmity (d) Stark oppressiveness

Q 22. **Portend:** It appears to many that the US “war on terrorism” portends trouble in the Gulf.

- (a) Introduces (b) Evokes
(c) Spells (d) Bodes

Q 23. **Prevaricate:** When a videotape of her meeting was played back to her and she was asked to explain her presence there, she started prevaricating.

- (a) Speaking evasively
(b) Speaking violently
(c) Lying furiously
(d) Throwing a tantrum

Q 24. **Restive:** The crowd became restive when the minister failed to appear even by 10 pm.

- (a) Violent (b) Angry
(c) Restless (d) Distressed

Q 25. **Ostensible:** Manohar’s ostensible job was to guard the building at night.

- (a) Apparent (b) Blatant
(c) Ostentatious (d) Insidious

Direction for questions 26 to 50: *Each of the six passages given below is followed by questions. Choose the best answer for each question.*

PASSAGE 1

The production of histories of India has become very frequent in recent years and may well call for some explanation. Why so many and why this one in particular? The reason is a twofold one: changes in the Indian scene requiring a re-interpretation of the facts and changes in attitudes of historians about the essential elements of Indian history. These two considerations are in addition to the normal fact of fresh information, whether in the form of archeological discoveries throwing fresh light on an obscure period or culture, or

the revelations caused by the opening of archives or the release of private papers. The changes in the Indian scene are too obvious to need emphasis. Only two generations ago British rule seemed to most Indian as well as British observers likely to extend into an indefinite future; now there is a teenage generation which knows nothing of it. Changes in the attitudes of historians have occurred everywhere, changes in attitudes to the content of the subject as well as to particular countries, but in India there have been some special features. Prior to the British, Indian historiographers were mostly Muslims, who relied, as in the case of Sayyid Ghulam Hussain, on their own recollection of events and on information from friends and men of affairs. Only a few like Abu'l Fazl had access to official papers. These were personal narratives of events, varying in value with the nature of the writer. The early British writers were officials. In the eighteenth century they were concerned with some aspect of Company policy, or, like Robert Orme in his *Military Transactions*, gave a straight narrative in what was essentially a continuation of the Muslim tradition. In the early nineteenth century the writers were still, with two notable exceptions, officials, but they were now engaged in chronicling, in varying moods of zest, pride, and awe, the rise of the British power in India to supremacy. The two exceptions were James Mill, with his critical attitude to the Company and John Marchman, the Baptist missionary. But they, like the officials, were anglo-centric in their attitude, so that the history of modern India in their hands came to be the history of the rise of the British in India.

The official school dominated the writing of Indian history until we get the first professional historian’s approach, Ramsay Muir and P.E. Roberts in England and H. H. Dodwell in India. Then Indian historians trained in the English school joined in, of whom the most distinguished was Sir Jadunath Sarkar and the other notable writers: Surendranath Sen, Dr Radhakumud Mukerji, and Professor Nilakanta Sastri. They, it may be said, restored India to Indian history, but their bias was mainly political. Finally have come the nationalists who range from those who can find nothing good or true in the British to sophisticated historical philosophers like K.M. Panikker.

Along with types of historians with their varying bias have gone changes in the attitude to the content of Indian history. Here Indian historians have been influenced both by their local situation and by changes of thought elsewhere. It is in this field that this work can claim some attention since it seeks to break new ground, or perhaps to deepen a freshly turned furrow in the field of Indian history. The early official historians

4.8 □ CAT Papers

were content with the glamour and drama of political history from Plassey to the Mutiny, from Duplex to the Sikhs. But when the *raj* was settled down, glamour departed from politics, and they turned to the less glorious but more solid ground of administration. Not how India was conquered but how it was governed was the theme of this school of historians. It found its archpriest in H.H. Dodwell, its priestess in Dame Lilian Penson, and its chief shrine in the Volume VI of the *Cambridge History of India*. Meanwhile in Britain other currents were moving, which led historical study into the economic and social fields. R.C. Dutt entered the first of these currents with his *Economic History of India* to be followed more recently by the whole group of Indian economic historians. W.E. Moreland extended these studies to the Mughal Period. Social history is now being increasingly studied and there is also of course a school of nationalist historians who see modern Indian history in terms of the rise and the fulfillment of the national movement.

All these approaches have value, but all share in the quality of being compartmental. It is not enough to remove political history from its pedestal of being the only kind of history worth having if it is merely to put other types of history in its place. Too exclusive an attention to economic, social, or administrative history can be as sterile and misleading as too much concentration on politics. A whole subject needs a whole treatment for understanding. A historian must dissect his subject into its elements and then fuse them together again into an integrated whole. The true history of a country must contain all the features just cited but must present them as parts of a single consistent theme.

Q 26. Which of the following may be the closest in meaning to the statement “restored India to Indian history”?

- (a) Indian historians began writing Indian history.
- (b) Trained historians began writing Indian history.
- (c) Writing India-centric Indian history began.
- (d) Indian history began to be written in India.

Q 27. Which of the following is the closest implication of the statement “to break new ground, or perhaps to deepen a freshly turned furrow”?

- (a) Dig afresh or dig deeper.
- (b) Start a new stream of thought or help establish a recently emerged perspective.
- (c) Begin or conduct further work on existing archeological sites to unearth new evidence.
- (d) Begin writing a history free of any biases.

Q 28. Historians moved from writing political history to writing administrative history because:

- (a) Attitudes of the historians changed.
- (b) The *raj* was settled down.
- (c) Politics did not retain its past glamour.
- (d) Administrative history was based on solid ground.

Q 29. According to the author, which of the following is not among the attitudes of Indian historians of Indian origin?

- (a) Writing history as personal narratives.
- (b) Writing history with political bias.
- (c) Writing non-political history due to lack of glamour.
- (d) Writing history by dissecting elements and integrating them again.

Q 30. In the table given below, match the historians to the approaches taken by them:

A	Administrative	E	Robert Orme
B	Political	F	H. H. Dodwell
C	Narrative	G	Radha Kumud Mukherji
D	Economic	H	R. C. Dutt

1	
A	F
B	G
C	E
D	H

2	
A	G
B	F
C	E
D	H

3	
A	E
B	F
C	G
D	H

4	
A	F
B	H
C	E
D	G

PASSAGE 2

There are a seemingly endless variety of laws, restrictions, customs and traditions that affect the practice of abortion around the world. Globally, abortion is probably the single most controversial issue in the whole area of women's rights and family matters. It is an issue that inflames women's right groups, religious institutions, and the self-proclaimed "guardians" of public morality. The growing worldwide belief is that the right to control one's fertility is a basic human right. This has resulted in a worldwide trend towards liberalization of abortion laws. Forty per cent of the

world's population lives in countries where induced abortion is permitted on request. An additional 25 per cent live in countries where it is allowed if the women's life would be endangered if she went to full term with her pregnancy. The estimate is that between 26 and 31 million legal abortions were performed in 1987. However, there were also between 10 and 22 million illegal abortions performed in that year.

Feminists have viewed the patriarchal control of women's bodies as one of the prime issues facing the contemporary women's movement. They observe that the definition and control of women's reproductive freedom has always been the province of men. Patriarchal religion, as manifest in Islamic fundamentalism "traditionalist Hindu practice, orthodox Judaism, and Roman Catholicism, has been an important historical contributory factor for this and continues to be an important presence in contemporary societies. In recent times, governments, usually controlled by men, have "given" women the right to contraceptive use and abortion access when their countries were perceived to have an overpopulation problem. When these countries are perceived to be under populated, that right has been absent. Until the nineteenth century, a woman's rights to an abortion followed English common law; it could only be legally challenged if there was a "quickenning", when the first movements of the foetus could be felt. In 1800, drugs to induce abortions were widely advertised in local newspapers. By 1900, abortion was banned in every state except to save the life of the mother. The change was strongly influenced by the medical profession, which focused its campaign ostensibly on health and safety issues for pregnant women and the sanctity of life. Its position was also a means of control of non-licensed medical practitioners such as midwives and women healers who practiced abortion.

The anti-abortion campaign was also influenced by political considerations. The large influx of eastern and southern European immigrants with their large families was seen as a threat to the population balance of the future United States. Middle and Upper class Protestants were advocates of abortion as a form of birth control. By supporting abortion prohibitions the hope was that these Americans would have more children and thus prevent the tide of immigrant babies from overwhelming the demographic characteristics of Protestant America.

The anti-abortion legislative position remained in effect in the United States through the first sixty-five years of the twentieth century. In the early 1960s, even when it was widely known that the drug thalidomide taken during pregnancy to alleviate anxiety was shown

to contribute to the formation of deformed "flipper-like" hands or legs of children, abortion was illegal in the United States. A second health tragedy was the severe outbreak of rubella during the same time period, which also resulted in major birth defects. These tragedies combined with a change of attitude towards a woman's right to privacy lead a number of states to pass abortion-permitting legislation.

On one side of the controversy are those who call themselves "pro-life". They view the foetus as a human life rather than as an unformed complex of cells; therefore, they hold to the belief that abortion is essentially murder of an unborn child. These groups cite both legal and religious reasons for their opposition to abortion. Pro-lifers point to the rise in legalized abortion figures and see this as morally intolerable. On the other side of the issue are those who call themselves "pro-choice". They believe that women, not legislators or judges, should have the right to decide whether and under what circumstances they will bear children. Pro-choicers are of the opinion that laws will not prevent women from having abortions and cite the horror stories of the past when many women died at the hands of "back-room" abortionists and in desperate attempts to self-abort. They also observe that legalized abortion is especially important for rape victims and incest victims who became pregnant. They stress physical and mental health reasons why women should not have unwanted children.

To get a better understanding of the current abortion controversy, let us examine a very important work by Kristin Luker titled *Abortion and the Politics of Motherhood*. Luker argues that female pro-choice and pro-life activists hold different world views regarding gender, sex, and the meaning of parenthood. Moral positions on abortions are seen to be tied intimately to views on sexual behavior, the care of children, family life, technology, and the importance of the individual. Luker identifies "pro-choice" women as educated, affluent, and liberal. Their contrasting counterparts, "pro-life" women, support traditional concepts of women as wives and mothers. It would be instructive to sketch out the differences in the world views of these two sets of women. Luker examines California, with its liberalized abortion law, as a case history. Public documents and newspaper accounts over a twenty-year period were analyzed and over 200 interviews were held with both pro-life and pro-choice activists.

Luker found that pro-life and pro-choice activists have intrinsically different views with respect to gender. Prolife women have a notion of public and private life. The proper place for men is in the public sphere of work; for

4.10 □ CAT Papers

women, it is the private sphere of the home. Men benefit through the nurturance of women; women benefit through the protection of men. Children are seen to be the ultimate beneficiaries of this arrangement by having the mother as a full-time loving parent and by having clear role models. Pro-choice advocates reject the view of separate spheres. They object to the notion of the home being the “women’s sphere”. Women’s reproductive and family roles are seen as potential barriers to full equality. Motherhood is seen as a voluntary, not a mandatory or “natural” role.

In summarizing her findings, Luker believes that women become activists in either of the two movements as the end result of lives that center around different conceptualizations of motherhood. Their beliefs and values are rooted to the concrete circumstances of their lives, their educations, incomes, occupations, and the different marital and family choices that they have made. They represent two different world views of women’s roles in contemporary society and as such the abortion issues represent the battleground for the justification of their respective views.

Q 31. According to your understanding of the author’s arguments, which countries are more likely to allow abortion?

- (a) India and China
- (b) Australia and Mongolia
- (c) Cannot be inferred from the passage
- (d) Both (a) and (b)

Q 32. Which amongst these was not a reason for banning of abortions by 1900?

- (a) Medical professionals stressing the health and safety of women.
- (b) Influx of eastern and southern European immigrants.
- (c) Control of unlicensed medical practitioners.
- (d) A tradition of matriarchal control.

Q 33. A pro-life woman would advocate abortion if:

- (a) The mother of an unborn child is suicidal.
- (b) Bearing a child conflicts with a woman’s career prospects.
- (c) The mother becomes pregnant accidentally.
- (d) None of the above

Q 34. Pro-choice women object to the notion of the home being the “women’s sphere” because they believe:

- (a) That the home is a “Joint Sphere” shared between men and women.
- (b) That reproduction is a matter of choice for women.
- (c) That men and women are equal.
- (d) Both (b) and (c)

Q 35. Two health tragedies affecting US society in the 1960s led to:

- (a) A change in attitude to women’s right to privacy.
- (b) Retaining the anti-abortion laws with some exceptions.
- (c) Scrapping of anti-abortion laws.
- (d) Strengthening of the pro-life lobby.

Q 36. Historically, the pro-choice movement has got support from _____ among others.

- (a) Major patriarchal religions
- (b) Countries with low population density
- (c) Medical profession
- (d) None of the above

PASSAGE 3

The conceptions of life and the world which we call ‘philosophical’ are a product of two factors: one, inherited religious and ethical conceptions; the other, the sort of investigation which may be called ‘scientific’, using this word in its broadest sense. Individual philosophers have differed widely in regard to the proportions in which these two factors entered into their systems, but it is the presence of both, in some degree, that characterizes philosophy.

‘Philosophy’ is a word which has been used in many ways, some wider, some narrower. I propose to use it in a very wide sense, which I will now try to explain.

Philosophy, as I shall understand the word, is something intermediate between theology and science. Like theology, it consists of speculations on matters as to which definite knowledge has, so far, been unascertainable; but like science, it appeals to human reason rather than to authority, whether that of tradition or that of revelation. All definite knowledge—so I should contend—belongs to science; all dogma as to what surpasses definite knowledge belongs to theology. But between theology and science there is a ‘No man’s Land’, exposed to attack from both sides; this ‘No Man’s Land’ is philosophy. Almost all the questions of most interest to speculative minds are such as science cannot answer, and the confident answers of theologians no longer seem so convincing as they did in former centuries. Is the world divided into mind and matter, and if so, what is mind and what is matter? Is mind subject to matter, or is it possessed of independent powers? Has the universe any unity or purpose? Is it evolving towards some goal? Are there really laws of nature, or do we believe in them only because of our innate love of order? Is man what he seems to the

astronomer, a tiny lump of carbon and water impotently crawling on a small and unimportant planet? Or is he what he appears to Hamlet? Is he perhaps both at once? Is there a way of living that is noble and another that is base, or are all ways of living merely futile? If there is a way of living that is noble, in what does it consist, and how shall we achieve it? Must the good be eternal in order to deserve to be valued, or is it worth seeking even if the universe is inexorably moving towards death? Is there such a thing as wisdom, or is what seems such merely the ultimate refinement of folly? To such questions no answer can be found in the laboratory. Theologies have professed to give answers, all to definite; but their definiteness causes modern minds to view them with suspicion. The studying of these questions, if not the answering of them, is the business of philosophy.

Why, then, you may ask, waste time on such insoluble problems? To this one may answer as a historian, or as an individual facing the terror of cosmic loneliness.

The answer of the historian, in so far as I am capable of giving it, will appear in the course of this work. Ever since men became capable of free speculation, their actions in innumerable important respects, have depended upon their theories as to the world and human life, as to what is good and what is evil. This is as true in the present day as at any former time. To understand an age or a nation, we must understand its philosophy, and to understand its philosophy we must ourselves be in some degree philosophers. There is here a reciprocal causation: the circumstances of men's lives do much to determine their philosophy, but, conversely, their philosophy does much to determine their circumstances.

There is also, however, a more personal answer. Science tells us what we can know, but what we can know is little, and if we forget how much we cannot know we may become insensitive to many things of very great importance. Theology, on the other hand, induces a dogmatic belief that we have knowledge, where in fact we have ignorance, and by doing so generates a kind of impudent insolence towards the universe. Uncertainty, in the presence of vivid hopes and fears, is painful, but must be endured if we wish to live without the support of comforting fairy tales. It is not good either to forget the questions that philosophy asks, or to persuade ourselves that we have found indubitable answers to them. To teach how to live without certainty, and yet without being paralyzed by hesitation, is perhaps the chief thing that philosophy, in our age, can still do for those who study it.

- Q 37. The purpose of philosophy is to:
- Reduce uncertainty and chaos.
 - Help us to cope with uncertainty and ambiguity.
 - Help us to find explanations for uncertainty.
 - Reduce the terror of cosmic loneliness.
- Q 38. Based on this passage what can be concluded about the relation between philosophy and science?
- The two are antagonistic.
 - The two are complementary.
 - There is no relation between the two.
 - Philosophy derives from science.
- Q 39. From reading the passage, what can be concluded about the profession of the author? He is most likely **not** to be a:
- Historian
 - Philosopher
 - Scientist
 - Theologian
- Q 40. According to the author, which of the following statements about the nature of the universe must be definitely true?
- The universe has unity.
 - The universe has a purpose.
 - The universe is evolving towards a goal.
 - None of these

PASSAGE 4

Cells are the ultimate multi-taskers: they can switch on genes and carry out their orders, talk to each other, divide in two and much more, all at the same time. But they could not do any of these tricks without a power source to generate movement. The inside of a cell bustles with more traffic than Delhi roads, and, like all vehicles, the cell's moving parts need engines. Physicists and biologists have looked "under the hood" of the cell and laid out the nuts and bolts of molecular engines.

The ability of such engines to convert chemical energy into motion is the envy of nanotechnology researchers looking for ways to power molecule-sized devices. Medical researchers also want to understand how these engines work. Because these molecules are essential for cell division, scientists hope to shut down the rampant growth of cancer cells by deactivating certain motors. Improving motor-driven transport in nerve cells may also be helpful for treating diseases such as Alzheimer's, Parkinson's or ALS, also known as Lou Gehrig's disease.

We would not make it far in life without motor proteins. Our muscles would not contract. We could not grow, because the growth process requires cells to duplicate their machinery and pull the copies apart.

4.12 □ CAT Papers

And our genes would be silent without the services of messenger RNA, which carries genetic instructions over to the cell's protein-making factories. The movements that make these cellular activities possible occur along a complex network of threadlike fibers, or polymers, along which bundles of molecules travel like trams. The engines that power the cell's freight are three families of proteins, called myosin, kinesin and dynein. For fuel, these proteins bum molecules of ATP, which cells make when they break down the carbohydrates and fats from the foods we eat. The energy from burning ATP causes changes in the proteins' shape that allow them to heave themselves along the polymer track. The results are impressive: In one second, these molecules can travel between 50 and 100 times their own diameter. If a car with a 5-foot-wide engine were as efficient, it would travel 170 to 340 kmph.

Ronald Vale, a researcher at the Howard Hughes Medical Institute and the University of California at San Francisco, and Ronald Milligan of the Scripps Research Institute have realized a long-awaited goal by reconstructing the process by which myosin and kinesin move, almost down to the atom. The dynein motor, on the other hand, is still poorly understood. Myosin molecules, best known for their role in muscle contraction, form chains that lie between filaments of another protein called actin. Each myosin molecule has a tiny head that pokes out from the chain like oars from a canoe. Just as rowers propel their boat by stroking their oars through the water, the myosin molecules stick their heads into the actin and hoist themselves forward along the filament. While myosin moves along in short strokes, its cousin kinesin walks steadily along a different type of filament called a microtubule. Instead of using a projecting head as a lever, kinesin walks on two "legs." Based on these differences, researchers used to think that myosin and kinesin were virtually unrelated. But newly discovered similarities in the motors' ATP-processing machinery now suggest that they share a common ancestor-molecule. At this point, scientists can only speculate as to what type of primitive cell-like structure this ancestor occupied as it learned to bum ATP and use the energy to change shape. "We'll never really know, because we cannot dig up the remains of ancient proteins, but that was probably a big evolutionary leap," says Vale.

On a slightly larger scale, loner cells like sperm or infectious bacteria are prime movers that resolutely push their way through to other cells. As L. Mahadevan and Paul Matsudaira of the Massachusetts Institute of Technology explain, the engines in this case are springs or ratchets that are clusters of molecules, rather than

single proteins like myosin and kinesin. Researchers do not yet fully understand these engines' fueling process or the details of how they move, but the result is a force to be reckoned with. For example, one such engine is a spring like stalk connecting a single-celled organism called a vorticellid to the leaf fragment it calls home. When exposed to calcium, the spring contracts, yanking the vorticellid down at speeds approaching 3 inches (8 centimeters) per second.

Springs like this are coiled bundles of filaments that expand or contract in response to chemical cues. A wave of positively charged calcium ions, for example, neutralizes the negative charges that keep the filaments extended. Some sperm use spring like engines made of actin filaments to shoot out a barb that penetrates the layers that surround an egg. And certain viruses use a similar apparatus to shoot their DNA into the host's cell. Ratchets are also useful for moving whole cells, including some other sperm and pathogens. These engines are filaments that simply grow at one end, attracting chemical building blocks from nearby. Because the other end is anchored in place, the growing end pushes against any barrier that gets in its way.

Both springs and ratchets are made up of small units that each move just slightly, but collectively produce a powerful movement. Ultimately, Mahadevan and Matsudaira hope to better understand just how these particles create an effect that seems to be so much more than the sum of its parts. Might such an understanding provide inspiration for ways to power artificial nano-sized devices in the future? "The short answer is absolutely," says Mahadevan. "Biology has had a lot more time to evolve enormous richness in design for different organisms. Hopefully, studying these structures will not only improve our understanding of the biological world, it will also enable us to copy them, take apart their components and re-create them for other purposes."

Q 41. According to the author, research on the power source of movement in cells can contribute to:

- (a) Control over the movement of genes within human systems.
- (b) The understanding of nanotechnology.
- (c) Arresting the growth of cancer in a human being.
- (d) The development of cures for a variety of diseases.

Q 42. The author has used several analogies to illustrate his arguments in the article. Which of the following pairs of words are examples of the analogies used?

- A. Cell activity and vehicular traffic.
- B. Polymers and tram tracks.

Q 43. Read the five statements below: A, B, C, D, and E. From the options given, select the one which includes a statement that is **not** representative of an argument presented in the passage.

- A. Sperms use spring like engines made of actin filament.
 - B. Myosin and kinesin are unrelated.
 - C. Nanotechnology researchers look for ways to power molecule-sized devices.
 - D. Motor proteins help muscle contraction.
 - E. The dynein motor is still poorly understood.

(a) A, B and C (b) C, D and E
(c) A, D and E (d) A, C and D

Q 44. Read the four statements below: A, B, C, and D. From the options given, select the one which includes only statement(s) that are representative of arguments presented in the passage.

- A. Protein motors help growth processes.
 - B. Improved transport in nerve cells will help arrest tuberculosis and cancer.
 - C. Cells, together, generate more power than the sum of power generated by them separately.
 - D. Vorticellid and the leaf fragment are connected by a calcium engine.

(a) A and B but not C

(b) A and C but not D

(c) A and D but not B

(d) C and D but not B

Q 45. Read the four statements below: A, B, C, and D. From the options given, select the one which include statement(s) that are representative of arguments presented in the passage.

- A. Myosin, kinesin and actin are three types of protein
 - B. Growth processes involve a routine in a cell that duplicates their machinery and pulls the copies apart.
 - C. Myosin molecules can generate vibrations in muscles.
 - D. Ronald and Mahadevan are researchers at Massachusetts Institute of Technology.

(a) A and B but not C and D

(b) B and C but not A

(c) B and D but not A and C

(d) A, B and C but not D

PASSAGE 5

If translated into English, most of the ways economists talk among themselves would sound plausible enough to poets, journalists, business people, and other thoughtful though *non-economical* folk, like serious talk anywhere among boat designers and baseball fans, say—the talk is hard to follow when one has not made a habit of listening to it for a while. The culture of the conversation makes the words arcane. But the people in the unfamiliar conversation are not Martians. Underneath it, all (the economist's favourite phrase) conversational habits are similar. Economics uses Mathematical models and statistical tests and market arguments, all of which look alien to the literary eye. But looked at closely they are not so alien. They may be seen as figures of speech-metaphors, analogies, and appeals to authority.

Figures of speech are not mere frills. They think for us. Someone who thinks of a market as an "invisible hand" and the organization of work as a "production function" and his coefficients as being "significant," as an economist does, is giving the language a lot of responsibility. It seems a good idea to look hard at his language.

If the economic conversation were found to depend a lot on its verbal forms, this would not mean that economics would be not a science, or just a matter of opinion, or some sort of confidence game. Good poets, though not scientists, are serious thinkers about symbols; good historians, though not scientists, are serious thinkers about data. Good scientists also use language. What is more (though it remains to be shown) they use the cunning of language, without particularly meaning to. The language used is a social object, and using language is a social act. It requires cunning (or, if you prefer, consideration), attention to the other minds present when one speaks.

The paying of attention to one's audience is called "rhetoric," a word that I later exercise hard. One uses rhetoric, of course, to warn of a fire in a theatre or to arouse the xenophobia of the electorate. This sort of yelling is the vulgar meaning of the word, like the president's "heated rhetoric" in a press conference or the "mere rhetoric" to which our enemies stoop. Since the Greek flame was lit, though, the word has been used also in a broader and more amiable sense, to mean the study of all the ways of accomplishing things with language: inciting a mob to lynch the accused, to be sure, but also persuading readers of a novel that its characters breathe, or bringing scholars to accept the better argument and reject the worse.

The question is whether the scholar—who usually fancies himself an announcer of “results” or a stater of

4.14 □ CAT Papers

“conclusions” free of rhetoric—speaks rhetorically. Does he try to persuade? It would seem so. Language, I just said, is not a solitary accomplishment. The scholar does not speak into the void, or to himself. He speaks to a community of voices. He desires to be heeded, praised, published, imitated, honoured, en-Nobled. These are the desires. The devices of language are the means.

Rhetoric is the proportioning of means to desires in speech. Rhetoric is an economics of language, the study of how scarce means are allocated to the insatiable desires of people to be heard. It seems on the face of it a reasonable hypothesis that economists are like other people in being talkers, who desire listeners when they go to the library or the laboratory as much as when they go to the office on the polls. The purpose here is to see if this is true, and to see if it is useful: to study the rhetoric of economic scholarship.

The subject is scholarship. It is not the economy, or the adequacy of economic theory as a description of the economy, or even mainly the economist's role in the economy. The subject is the conversation economists have among themselves, for purposes of persuading each other that the interest elasticity of demand for investment is zero or that the money supply is controlled by the Federal Reserve.

Unfortunately, though, the conclusions are of more than academic interest. The conversations of classicists or of astronomers rarely affect the lives of other people. Those of economists do so on a large scale. A well known joke describes a May Day parade through Red Square with the usual mass of soldiers, guided missiles, rocket launchers. At last come rank upon rank of people in gray business suits. A bystander asks, "Who are those?" "Aha!" comes the reply, "those are economists: you have no idea what damage they can do!" Their conversations do it.

Q 46. According to the passage, which of the following is the best set of reasons for which one needs to “look hard” at an economist’s language?

Q 47. In the light of the definition of rhetoric given in the passage, which of the following will have the least element of rhetoric?

- (a) An election speech.
 - (b) An advertisement jingle.
 - (c) Dialogues in a play.
 - (d) Commands given by army officers.

Q 48. As used in the passage, which of the following is the closest meaning to the statement “The culture of the conversation makes the words arcane”?

- (a) Economists belong to a different culture.
 - (b) Only Mathematicians can understand economists.
 - (c) Economists tend to use terms unfamiliar to the lay person, but depend on familiar linguistic forms.
 - (d) Economists use similes and adjectives in their analysis.

Q 49. As used in the passage, which of the following is the closest alternative to the word 'arcane'?

- (a) Mysterious (b) Secret
(c) Covert (d) Perfidious

Q 50. Based on your understanding of the passage, which of the following conclusions would you agree with?

- (a) The geocentric and the heliocentric views of the solar system are equally tenable.
 - (b) The heliocentric view is superior because of better rhetoric.
 - (c) Both views use rhetoric to persuade.
 - (d) Scientists should not use rhetoric.

ANSWERS

Q. No.	Answer						
1	(c)	2	(b)	3	(d)	4	(b)
5	(d)	6	(c)	7	(a)	8	(c)
9	(d)	10	(b)	11	(c)	12	(a)
13	(d)	14	(c)	15	(a)	16	(d)
17	(c)	18	(b)	19	(c)	20	(b)
21	(a)	22	(d)	23	(a)	24	(c)
25	(a)	26	(c)	27	(b)	28	(c)
29	(d)	30	(a)	31	(a)	32	(d)
33	(d)	34	(d)	35	(b)	36	(d)
37	(b)	38	(b)	39	(d)	40	(d)
41	(d)	42	(b)	43	(a)	44	(b)
45	(a)	46	(c)	47	(d)	48	(c)
49	(a)	50	(c)				

This page is intentionally left blank

CAT 2003

2

ABOUT THE TEST

1. Read the instructions carefully before attempting the questions
2. Do your rough work on Test Booklet and not on the Answer Sheet
3. Total Questions = 50
4. There is negative marking

Direction for questions 1 to 25: *Each of the five passages given below is followed by five questions. Choose the best answer to each question.*

PASSAGE 1

At first, 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 State. Like the democratic institutions at the higher level, those at the panchayat level, the Panchayati Raj Institutions (PRIIs), 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 an 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 characterized Centre-State relations for close upon two decades, gave the party in power at the Union level many extra-constitutional political levers. Second, 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 reorganization 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, government can be formed at that level only by multi-party coalitions in which State-level partiers 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 becomes 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 year. 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 by-pass 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 power 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 Governments had to be sensitive to the demands of States-level parties. This has given State-level actors strong beachheads on the shores of the both inter-State and intra-State federalism. By using various administrative devices and non-elected parallel structures, State Government have subordinated

their PRIs to the State administration and given the upper hand to State Governments 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".

- Q 1. Which of the following best captures the current state of Indian federalism as described in the passage?
- The Supreme Court has not begun to extend the limits of its power.
 - The multi-party system has replaced the single party system.
 - The Union, State and Panchayati Raj levels have become real.
 - There is real distribution of power between the Union and State level parties.
- Q 2. The central theme of the passage can be best summarized as:
- Our grassroots development at the panchayat level is now driven by the "foreign aid" syndrome.
 - Panchayati Raj is firmly entrenched at the lower level of our federal system of governance.
 - A truly federal polity has not developed since PRIs have not been allowed the necessary political space.
 - The Union government and State-level parties are engaged in a struggle for the protection of their respective rights.
- Q 3. The sentence in the last paragraph, "And their own volition has been further circumscribed ...", refers to:
- The weakening of the local institutions' ability to plan according to their needs.
 - The increasing demands made on elected local leaders to match central grants with local contributions.
 - The empowering of the panchayat system as implementers of schemes from State capitals.
 - The process by which the prescribed Central schemes are reformulated by local elected leaders.

- Q 4. What is the “dilemma” at the Intra-State level mentioned in the first paragraph of the passage?
- Should the state government wrest more space from the Union, before considering the panchayati system?
 - Should rights similar to those that the States managed to get be extended to panchayats as well?
 - Should the single party system which has withered away be brought back at the level of the States?
 - Should the States get “their pound of flesh” before allowing the Union government to pass any more laws?
- Q 5. Which of the following most closely describes the ‘fatal flaw’ that the passage refers to?
- The ways in which the democratic multi-party system works in an assertively pluralistic society like India’s are flawed.
 - The mechanisms that our federal system uses at the Union government level to deal with States are imperfect.
 - The instruments that have ensured federalism at one level, have been used to achieve the opposite at another.
 - The Indian Constitution and the spirit of the Indian polity are fatally flawed.

PASSAGE 2

The endless struggle between 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 status, 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 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

4.20 □ CAT Papers

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 world. His mind could understand its laws; his spirit could discover its beauty.

- Q 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
- Q 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
- Q 8. According to the passage, what conception of man can be inferred from Egyptian architecture?
- (a) Man is the center 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.
- Q 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.
- Q 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.

PASSAGE 3

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 was not interested in Thucydides, and I was not up on arches. My dad has built lots of places in New York City he cannot 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 was not 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 is 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 unrecognizable to the very people who launched you into the world. The ideas and values absorbed in college 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 is often a kind of work their parents never heard of or cannot 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 crème brûlée. 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 doctors' 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 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 the place and out manoeuvred in the office. Soon enough, Straddlers learn that straight talk would not always cut. Resolving conflicts head-on and speaking your mind does not 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 socialize 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.

Q 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.

Q 12. According to the passage, the patterns of socializations 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

Q 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'.

Q 14. What does the author's statement, "My father was not interested in Thucydides, and I was not up on arches", illustrate?

- (a) Organic cultural capital
- (b) Professional arrogance and social distance
- (c) Evolving social transformation
- (d) Breakdown of family relationship

Q 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.

PASSAGE 4

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 attraction. 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

4.22 □ CAT Papers

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 professional and craftsmen in church orders, but in northern Europe students in school 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 cleric 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.

Q 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

Q 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.

Q 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.

Q 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 with wealth 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.

Q 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.

PASSAGE 5

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 advantage that a gas turbine offered over a piston engine, including speeds in excess of 350 miles per hour. The progress from the first flight of liquid propellant rocket and jet-propelled aircraft in 1939 to the first faster-than-sound (supersonic) manned airplane (the Bell X-1) 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 is meant to replace. The new fighter, F-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 passé, 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 '50s they got speed, in the '80s 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 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

4.24 □ CAT Papers

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 futures 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, engine, and avionics. Sixty years from now, aircraft will recover on their own if the pilot loses control. Satellites are the key not only to Global Positioning System (GPS) navigation but also to in-flight communication, up linked weather, and even in-flight e-mail. Although there is some debate about what type of engines will power future airplanes—light 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.

Q 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.

Q 22. What is the fourth paragraph of the passage about?

- (a) Stealth, speed, 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

Q 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

Q 24. Why might radars not be used a decade from now?

- (a) Stealth technology will advance so much that it is 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.

Q 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.

Direction for questions 26 to 30: *In each question, the word at the top of the table is used in four different ways, numbered 1 to 4. Choose the option in which the usage of the word is incorrect or inappropriate.*

Q 26. **Help**

- (a) This syrup will help your cold.
- (b) I cannot help the colour of my skin.
- (c) Ranjit may help himself with the beer in the fridge.
- (d) Do you really expect me to help you out with cash?

Q 27. **Reason**

- (a) Your stand is beyond all reason.
- (b) Has she given you any reason for her resignation?
- (c) There is little reason in your pompous advice.
- (d) How do you deal with a friend who does not listen to a reason?

Q 28. **Paper**

- (a) Your suggestions look great on the paper, but are absolutely impractical.
- (b) Do you know how many trees are killed to make a truckload of paper?
- (c) So far I have been able to paper over the disagreements among my brothers.
- (d) Dr Malek will read a paper on criminalization of politics.

Q 29. **Business**

- (a) I want to do an MBA before going into business.
- (b) My wife runs profitable business in this suburb.
- (c) If we advertise we will get twice as much business as we have now.

- (d) How you spend money is as much my business as yours.

O 30. Service

- (a) Customers have to service themselves at this canteen.
 - (b) It is a service lift; do not get into it.
 - (c) I'm not making enough even to service the loan.
 - (d) Joyti's husband has been on active service for three months.

Direction for questions 31 to 38: *There are two gaps in each of the following sentences. From the pairs of words given, choose the one that fills the gaps most appropriately. The first word in the pair should fill the first gap.*

- Q 31. This simplified _____ to the decision-making process is a must read for anyone _____ important real estate, personal, or professional decisions.

 - (a) primer, maximizing
 - (b) tract, enacting
 - (c) introduction, under
 - (d) guide, facing

- Q 32. Physicians may soon have _____ to help paralyzed people move their limbs by bypassing the _____ nerves that once controlled their muscles.

 - (a) instruments, detrimental
 - (b) ways, damaged
 - (c) reason, involuntary
 - (d) impediments, complex

- Q 33. The Internet is a medium where users have nearly _____ choices and _____ constraints about where to go and what to do.

 - (a) unbalanced, nonexistent
 - (b) embarrassing, no
 - (c) unlimited, minimal
 - (d) choking, shocking

- Q 34. The best punctuation is that of which the reader is least conscious; for when punctuation, or lack of it, _____ itself, it is usually because it _____.

 - (a) obtrudes, offends
 - (b) enjoins, fails
 - (c) conceals, recedes
 - (d) ss

- Q 35. The argument that the need for a looser fiscal policy to _____ demand outweighs the need to budget deficits is persuasive.

- (a) assess, minimize
 - (b) outstrip, eliminate
 - (c) stimulate, control
 - (d) restrain, conceal

- Q 36. The Athenians on the whole were peaceful and prosperous; they had _____ to sit at home and think about the universe and dispute with Socrates, or to travel abroad and _____ the world.

- (a) leisure, explore
 - (b) time, ignore
 - (c) ability, suffer
 - (d) temerity, understand

- Q 37. Their achievement in the field of literature is described as _____; sometimes it is even called _____.

- (a) magnificent, irresponsible
 - (b) insignificant, influential
 - (c) significant, paltry
 - (d) unimportant, trivial

- Q 38. From the time she had put her hair up, every man she had met had groveled before her and she had acquired a mental attitude towards the other sex which was a blend of and .

- (a) admiration, tolerance
 - (b) indifference, contempt
 - (c) impertinence, temperance
 - (d) arrogance, fidelity

Direction for questions 39 to 46: *The sentences given in each questions, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given to construct a coherent paragraph.*

- Q 39. A. The wall does not simply divide Israel from a putative Palestinian state on the basis of the 1967 borders.

B. A chilling omission from the road map is the gigantic 'separation wall' now being built in the West Bank by Israel.

C. It is surrounded by trenches, electric wire and moats; there are watchtowers at regular intervals.

D. It actually takes in new tracts of Palestinian land, sometimes five or six kilometers at a stretch.

E. Almost a decade after the end of South African apartheid, this ghastly racist wall is going up with scarcely a peep from Israel's American allies who are going to pay for most of it.

(a) EBCAD (b) BADCE
(c) AEDCB (d) ECADB

4.26 □ CAT Papers

- Q 40. A. Luckily the tide of battle moved elsewhere after the American victory at Midway and an Australian victory over Japan at Milne Bay.
- B. It could have been no more than a delaying tactic.
- C. The Australian military, knowing the position was hopeless, planned to fall back to the south-east in the hope of defending the main cities.
- D. They had captured most of the Solomon Islands and much of New Guinea, and seemed poised for an invasion.
- E. Not many people outside Australia realize how close the Japanese got.
- (a) EDCBA (b) ECDAB
(c) ADCBE (d) CDBAE

- Q 41. A. Call it the third wave sweeping the Indian media.
- B. Now, they are starring in a new role, as suave dealmakers who are in a hurry to strike alliances and agreements.
- C. Look around and you will find a host of deals that have been inked or are ready to be finalized.
- D. Then the media barons wrested back control from their editors, and turned marketing warriors with the brand as their missile.
- E. The first came with those magnificent men in their mahogany chambers who took on the world with their mighty fountain pens.
- (a) ACBED (b) CEBDA
(c) CAEBD (d) AEDBC

- Q 42. A. The celebrations of economic recovery in Washington may be as premature as that “Mission Accomplished” banner hung on the USS Abraham Lincoln to hail the end of the Iraq war.
- B. Meanwhile, in the real world, the struggles of families and communities continue unabated.
- C. Washington responded to the favourable turn in economic news with enthusiasm.
- D. The celebrations and high-fives up and down Pennsylvania Avenue are not to be found beyond the Beltway.
- E. When the third quarter GDP showed growth of 7.2 per cent and the monthly unemployment rate dipped to 6 per cent, euphoria gripped the US capital.
- (a) ACEDB (b) CEDAB
(c) ECABD (d) ECBDA

- Q 43. A. To much of the Labour movement, it symbolizes the brutality of the upper classes.
- B. And to everybody watching, the current mess over foxhunting symbolizes the government’s weakness.

- C. To foxhunting’s supporters, Labour’s 1991 manifesto commitment to ban it symbolizes the party’s metropolitan roots and hostility to the countryside.
- D. Small issues sometimes have large symbolic power.
- E. To those who enjoy thundering across the countryside in red coats after foxes, foxhunting symbolizes the ancient roots of rural lives.
- (a) DEACB (b) ECDBA
(c) CEADB (d) DBAEC

- Q 44. A. In the case of the King Merolchazzar’s courtship of the Princess of the Outer Isles, there occurs a regrettable hitch.
- B. She acknowledges the gifts, but no word of a meeting date follows.
- C. The monarch, hearing good reports of a neighbouring princess, dispatches messengers with gifts to her court, beseeching an interview.
- D. The princess names a date, and a formal meeting takes place; after that everything buzzes along pretty smoothly.
- E. Royal love affairs in olden days were conducted on the correspondence method.
- (a) ACBDE (b) ABCDE
(c) ECDAB (d) ECBAD

- Q 45. A. Who can trace to its first beginnings the love of Damon for Pythias, of David for Jonathan, of Swan for Edgar?
- B. Similarly with men.
- C. There is about great friendships between man and man a certain inevitability that can only be compared with the age-old association of ham and eggs.
- D. One simply feels that it is one of the things that must be so.
- E. No one can say what was the mutual magnetism that brought the deathless partnership of these wholesome and palatable foodstuffs about.
- (a) ACBED (b) CEDBA
(c) ACEBD (d) CEABD

- Q 46. A. Events intervened, and in the late 1930s and 1940s, Germany suffered from “over-branding”.
- B. The British used to be fascinated by the home of Romanticism.
- C. But reunification and the federal government’s move to Berlin have prompted Germany to think again about its image.
- D. The first foreign package holiday was a tour of Germany organized by Thomas Cook in 1855.

- E. Since then, Germany has been understandably nervous about promoting itself abroad.

(a) ACEBD (b) DECAB
(c) BDAEC (d) DBAEC

Direction for questions 47 to 50: Four alternative summaries are given below each text. Choose the option that best captures the essence of the text.

Q 47. 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 of 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 of 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 you bank account is low or boss is away.
 - C. Easy decisions are called "no-brainer" 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.

(a) A (b) B (c) C (d) D

Q 48. Physically, inertia is a feeling that you cannot move; mentally, it is a sluggish mind. Even if you try to be sensitive, if your mind is sluggish, you just do not feel anything intensely. You may even see a tragedy enacted in front of your eyes and not be able to respond meaningfully. You may see one person exploiting another, one group persecuting another and not be able to get angry. Your energy is frozen. You are not deliberately refusing to act; you just do not have the capacity.

- A. Inertia makes your body and mind sluggish. They become insensitive to tragedies, exploitation, and persecution because it freezes your energy and decapacitates it.

Q 49. Try before you buy. We use this memorable saying to urge you to experience the consequences of an alternative before you choose it, whenever this is feasible. If you are considering buying a van after having always owned sedans, rent one for a week or borrow a friend's. By experiencing the consequences first hand, they become more meaningful. In addition, you are likely to identify consequences you had not even thought of before. May be you will discover that it is difficult to park the van in your small parking space at work, but that, on the other hand, your elderly father has a much easier time getting in and out of it.

- A. If you are planning to buy a van after being used to sedans, borrow a van or rent it and try it before deciding to buy it. Then you may realize that parking a van is difficult while it is easier for your elderly father to get in and out of it.
 - B. Before choosing an alternative, experience its consequence if feasible. If, for example, you want to change from sedans to a van, try one before buying it. You will discover aspects you may never have thought of.
 - C. Always try before you buy anything. You are bound to discover many consequences. One of the consequences of going in for a van is that it is more difficult to park than sedans at the office car park.
 - D. We urge you to try products such as vans before buying them. Then you can experience consequences you have not thought of such as parking problems. But your father may find vans more comfortable than cars.

Q 50. It is important for shipping companies to be clear about the objectives for maintenance and materials

4.28 □ CAT Papers

management—as to whether the primary focus is on service level improvement or cost minimization. Often when certain systems are set in place, the cost minimization objective and associated procedure become more important than the flexibility required for service level improvement. The problem really arises since cost minimization tends to focus on out of pocket costs which are visible, while the opportunity costs, often greater in value, are lost sight of.

- A. Shipping companies have to either minimize costs or maximize quality. If they focus on cost minimization, they will reduce quality. They should focus on service level improvement, or else opportunity costs will be lost sight of.
- B. Shipping companies should determine the primary focus of their maintenance and materials

management. Focus on cost minimization may reduce visible costs, but ignore greater invisible costs and impair service quality.

- C. Any cost minimization program in shipping is bound to lower the quality of service. Therefore, shipping companies must be clear about the primary focus of their maintenance and materials management before embarking on cost minimization.
 - D. Shipping companies should focus on quality level improvement rather than cost cutting. Cost cutting will lead to untold opportunity costs. Companies should have systems in place to make the service level flexible.
- (a) A
 - (b) B
 - (c) C
 - (d) D

ANSWERS

Q. No.	Answer						
1	(d)	2	(c)	3	(a)	4	(b)
5	(c)	6	(d)	7	(b)	8	(d)
9	(a)	10	(c)	11	(d)	12	(b)
13	(a)	14	(b)	15	(d)	16	(a)
17	(b)	18	(d)	19	(a)	20	(b)
21	(b)	22	(b)	23	(a)	24	(c)
25	(c)	26	(c)	27	(d)	28	(a)
29	(b)	30	(a)	31	(d)	32	(b)
33	(c)	34	(a)	35	(c)	36	(a)
37	(d)	38	(b)	39	(b)	40	(a)
41	(d)	42	(d)	43	(a)	44	(c)
45	(c)	46	(c)	47	(a)	48	(b)
49	(b)	50	(d)				

This page is intentionally left blank

CAT 2004

**3**

ABOUT THE TEST

1. Read the instructions carefully before attempting the questions
2. Do your rough work on the Test Booklet and not on the Answer Sheet
3. Total Questions = 50
4. There is negative marking

Number of questions = 50

Note: Questions 1 to 10 carry half a mark each.

Direction for questions 1 to 10: *Fill up the blanks, numbered [1], [2] ... up to [10], in the two passages below with the most appropriate word from the options given for each blank.*

At that time, the White House was as serene as a resort hotel out of season. The corridors were [1]. In the various offices, [2] gray men in waistcoats talked to one another in lowpitched voices. The only color, or choler, curiously enough, was provided by President Eisenhower himself. Apparently, his [3] was easily set off; he scowled when he [4] the corridors.

- | | |
|-------------------|----------------|
| Q 1. (a) striking | (b) hollow |
| (c) empty | (d) white |
| Q 2. (a) quiet | (b) faded |
| (c) loud | (d) stentorian |
| Q 3. (a) laughter | (b) curiosity |
| (c) humour | (d) temper |
| Q 4. (a) paced | (b) strolled |
| (c) stormed | (d) prowled |

“Between the year 1946 and the year 1955, I did not file any income tax returns.” With that [5] statement, Ramesh embarked on an account of his encounter with the Income Tax Department. “I originally owed Rs 20,000 in unpaid taxes. With [6] and [7], Rs 20,000 became Rs 60,000. The Income Tax Department then went into action, and I learned first hand just how much power the Tax Department wields. Royalties and trust funds can be [8]; automobiles may be [9], and auctioned off. Nothing belongs to the [10] until the case is settled.”

- | | |
|---------------------|-----------------|
| Q 5. (a) devious | (b) blunt |
| (c) tactful | (d) pretentious |
| Q 6. (a) interest | (b) taxes |
| (c) principal | (d) returns |
| Q 7. (a) sanctions | (b) refunds |
| (c) fees | (d) fines |
| Q 8. (a) closed | (b) detached |
| (c) attached | (d) impounded |
| Q 9. (a) smashed | (b) seized |
| (c) dismantled | (d) frozen |
| Q 10. (a) purchaser | (b) victim |
| (c) investor | (d) offender |

4.32 □ CAT Papers

Number of questions = 53

Note: Questions 11 to 45 carries one mark each.

Direction for questions 11 to 13: Identify the incorrect sentence.

- Q 11. A. Last Sunday, Archana had nothing to do.
B. After waking up, she lay on the bed thinking of what to do.
C. At 11 o'clock she took shower and got ready.
D. She spent most of the day shopping.
(a) B and C (b) C
(c) A and B (d) B, C, and D
- Q 12. A. It was a tough situation and Manasi was taking pains to make it better.
B. Slowly her efforts gave fruit and things started improving.
C. Everyone complemented her for her good work.
D. She was very happy and thanked everyone for their help.
(a) A (b) D
(c) B and C (d) A and C
- Q 13. A. Harish told Raj to plead guilty.
B. Raj pleaded guilty of stealing money from the shop.
C. The court found Raj guilty of all the crimes he was charged with.
D. He was sentenced for three years in jail.
(a) A and C (b) B and D
(c) A, C, and D (d) B, C, and D

Direction for questions 14 to 16: Each statement has a part missing. Choose the best option from the four options given below the statement to make up the missing part.

- Q 14. Archaeologists believe that the pieces of red-ware pottery excavated recently near Bhavnagar and _____ shed light on a hitherto dark 600-year period in the Harappan history of Gujarat.
(a) Estimated with a reasonable certainty as being about 3400 years old,
(b) Are estimated reasonably certain to be about 3400 years old,
(c) Estimated at about 3400 years old with reasonable certainty,
(d) Estimated with reasonable certainty to be about 3400 years old,

- Q 15. Many people suggest _____ and still others would like to convince people not to buy pirated cassettes.
(a) To bring down audiocassette prices to reduce the incidence of music piracy, others advocate strong legal action against the offenders,

- (b) Bringing down audiocassette prices to reduce the incidents of music piracy, others are advocating strong legal action against offenders,
(c) Bringing down audiocassette prices to reduce the incidence of music piracy, others advocate strong legal action against offenders,
(d) Audiocassette prices to be brought down to reduce incidence of music piracy, others advocate that strong legal action must be taken against offenders,

- Q 16. The ancient Egyptians believed _____ so that when these objects were magically reanimated through the correct rituals, they would be able to function effectively.
(a) That it was essential that things they portrayed must have every relevant feature shown as clearly as possible,
(b) It was essential for things they portray to have had every relevant feature shown as clearly as possible,
(c) It was essential that the things they portrayed had every relevant feature shown as clearly as possible,
(d) That when they portrayed things, it should have every relevant feature shown as clearly as possible,

Direction for questions 17 to 19: In each question, the word at the top of the table is used in four different ways, numbered 1 to 4. Choose the option in which the usage of the word is incorrect or inappropriate.

- Q 17. FALLOUT
(a) Nagasaki suffered from the fallout of nuclear radiation.
(b) People believed that the political fallout of the scandal would be insignificant.
(c) Who can predict the environmental fallout of the WTO agreements?
(d) The headmaster could not understand the fallout of several of his good students at the Public examination.

- Q 18. PASSING
(a) She did not have passing marks in Mathematics.
(b) The mad woman was cursing everybody passing her on the road.
(c) At the birthday party all the children enjoyed a game of passing the parcel.
(d) A passing taxi was stopped to rush the accident victim to the hospital.

Q 19. BOLT

- (a) The shopkeeper showed us a bolt of fine silk.
 - (b) As he could not move, he made a bolt for the gate.
 - (c) Could you please bolt the door?
 - (d) The thief was arrested before he could bolt from the scene of the crime.

Direction for questions 20 to 22: *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.*

Q 20. A. In the west, Allied Forces had fought their way through southern Italy as far as Rome.

Q 21. A. He felt justified in bypassing Congress altogether on a variety of moves.

- B. At times he was fighting the entire Congress.
 - C. Bush felt he had a mission to restore power to the presidency.
 - D. Bush was not fighting just the democrats.
 - E. Representative democracy is a messy business, and a CEO of the White House does not like a legislature of second guessers and time wasters.

(a) CAEDB (b) DBAEC
(c) CEADB (d) ECDBA

Q 22. A. The two neighbours never fought each other.

B. Fights involving three male fiddler crabs have been recorded, but the status of the participants was unknown.

C. They pushed or grappled only with the intruder.

D. We recorded 17 cases in which a resident that was fighting an intruder was joined by an immediate neighbour, an ally.

E. We therefore, tracked 268 intruder males until

- we saw them fighting a resident

(a) BEDAC (b) DEBAC
 (c) BDCAE (d) BCEDA

Direction for questions 23 and 24: *Four alternative summaries are given below each text. Choose the option that best captures the essence of the text.*

Q 23. The human race is spread all over the world, from the polar regions to the tropics. The people of whom it is made up eat different kinds of food, partly according to the climate in which they live, and partly according to the kind of food which their country produces. In hot climates, meat and fat are not much needed; but in the Arctic regions they seem to be very necessary for keeping up the heat of the body. Thus, in India, people live chiefly on different kinds of grains, eggs, milk, or sometimes fish and meat. In Europe, people eat more meat and less grain. In the Arctic regions, where no grains and fruits are produced, the Eskimo and other races live almost entirely on meat and fish.

- (a) Food eaten by people in different regions of the world depends on the climate and produce of the region, and varies from meat and fish in the Arctic to predominantly grains in the tropics.
 - (b) Hot climates require people to eat grains while cold regions require people to eat meat and fish.
 - (c) In hot countries, people eat mainly grains while in the Arctic, they eat meat and fish because they cannot grow grains.
 - (d) While people in Arctic regions like meat and fish and those in hot regions like India prefer mainly grains, they have to change what they eat depending on the local climate and the local produce.

Q 24. You seemed at first to take no notice of your school-fellows, or rather to set yourself against them because they were strangers to you. They knew as little of you as you did of them; this would have been the reason for their keeping aloof from you as well, which you would have felt as a hardship. Learn never to conceive a prejudice against others because you know nothing of them. It is bad reasoning, and makes enemies of half the world. Do not think ill of them till they behave ill to you; and then strive to avoid the faults which you see in them. This will disarm their hostility sooner than pique or resentment or complaint.

- (a) The discomfort you felt with your school fellows was because both sides knew little of each other. You should not complain unless you find others prejudiced against you and

- have attempted to carefully analyze the faults you have observed in them.
- (b) The discomfort you felt with your school fellows was because both sides knew little of each other. Avoid prejudice and negative thoughts till you encounter bad behaviour from others, and then win them over by shunning the faults you have observed.
- (c) You encountered hardship amongst your school fellows because you did not know them well. You should learn to not make enemies because of your prejudices irrespective of their behaviour towards you.
- (d) You encountered hardship amongst your school fellows because you did not know them well. You should learn to not make enemies because of your prejudices unless they behave badly with you.

Direction for questions 25 to 45: *Each of the five passages given below is followed by a set of questions. Choose the best answer to each question.*

PASSAGE 1

Recently I spent several hours sitting under a tree in my garden with the social anthropologist William Ury, a Harvard University professor who specializes in the art of negotiation and wrote the bestselling book, *Getting to Yes*. He captivated me with his theory that tribalism protects people from their fear of rapid change. He explained that the pillars of tribalism that humans rely on for security would always counter any significant cultural or social change. In this way, he said, change is never allowed to happen too fast. Technology, for example, is a pillar of society. Ury believes that every time technology moves in a new or radical direction, another pillar such as religion or nationalism will grow stronger—in effect, the traditional and familiar will assume greater importance to compensate for the new and untested. In this manner, human tribes avoid rapid change that leaves people insecure and frightened.

But we have all heard that nothing is as permanent as change. Nothing is guaranteed. Pithy expressions, to be sure, but no more than clichés. As Ury says, people do not live that way from day-to-day. On the contrary, they actively seek certainty and stability. They want to know they will be safe.

Even so, we scare ourselves constantly with the idea of change. An IBM CEO once said: ‘We only re-structure for a good reason, and if we have not re-structured in a while, that’s a good reason.’ We are scared that competitors,

technology and the consumer will put us out of business—so we have to change all the time just to stay alive. But if we asked our fathers and grandfathers, would they have said that they lived in a period of little change? Structure may not have changed much. It may just be the speed with which we do things.

Change is over-rated, anyway. Consider the automobile. It is an especially valuable example, because the auto industry has spent tens of billions of dollars on research and product development in the last 100 years. Henry Ford’s first car had a metal chassis with an internal combustion, gasoline-powered engine, four wheels with rubber tyres, a foot operated clutch assembly and brake system, a steering wheel, and four seats, and it could safely do 18 miles per hour. A hundred years and tens of thousands of research hours later, we drive cars with a metal chassis with an internal combustion, gasoline-powered engine, four wheels with rubber tyres, a foot operated clutch assembly and brake system, a steering wheel, four seats—and the average speed in London in 2001 was 17.5 miles per hour!

That’s not a hell of a lot of return for the money. Ford evidently does not have much to teach us about change. The fact that they’re still manufacturing cars is not proof that Ford Motor Co. is a sound organization, just proof that it takes very large companies to make cars in great quantities—making for an almost impregnable entry barrier.

Fifty years after the development of the jet engine, planes are also little changed. They’ve grown bigger, wider and can carry more people. But those are incremental, largely cosmetic changes.

Taken together, this lack of real change has come to mean that in travel—whether driving or flying—time and technology have not combined to make things much better. The safety and design have of course accompanied the times and the new volume of cars and flights, but nothing of any significance has changed in the basic assumptions of the final product.

At the same time, moving around in cars or aeroplanes becomes less and less efficient all the time. Not only has there been no great change, but also both forms of transport have deteriorated as more people clamour to use them. The same is true for telephones, which took over hundred years to become mobile, or photographic film, which also required an entire century to change.

The only explanation for this is anthropological. Once established in calcified organizations, humans do two things: sabotage changes that might render people dispensable, and ensure industry-wide emulation. In the 1960s, German auto companies developed plans to scrap the entire combustion engine for an electrical design. (The same existed in the 1970s in Japan, and in the 1980s in France.) So for 40 years we might have been free of the wasteful

and ludicrous dependence on fossil fuels. Why did not it go anywhere? Because auto executives understood pistons and carburetors, and would be loath to cannibalize their expertise, along with most of their factories.

Q 25. Which of the following best describes one of the main ideas discussed in the passage?

- (a) Rapid change is usually welcomed in society.
- (b) Industry is not as innovative as it is made out to be.
- (c) We should have less change than what we have now.
- (d) Competition spurs companies into radical innovation.

Q 26. According to the passage, which of the following statements is true?

- (a) Executives of automobile companies are inefficient and ludicrous.
- (b) The speed at which an automobile is driven in a city has not changed much in a century.
- (c) Anthropological factors have fostered innovation in automobiles by promoting use of new technologies.
- (d) Further innovation in jet engines has been more than incremental.

Q 27. Which of the following views does the author fully support in the passage?

- (a) Nothing is as permanent as change.
- (b) Change is always rapid.
- (c) More money spent on innovation leads to more rapid change.
- (d) Over decades, structural change has been incremental.

Q 28. According to the passage, the reason why we continued to be dependent on fossil fuels is that?

- (a) Auto executives did not wish to change.
- (b) No alternative fuels were discovered.
- (c) Change in technology was not easily possible.
- (d) German, Japanese and French companies could not come up with new technologies.

PASSAGE 2

The painter is now free to paint anything he chooses. There are scarcely any forbidden subjects, and today everybody is prepared to admit that a painting of some fruit can be as important as a painting of a hero dying. The Impressionists did as much as anybody to win this previously unheard-of freedom for the artist. Yet, by the next generation, painters began to abandon the subject altogether, and began to paint abstract pictures. Today the majority of pictures painted are abstract.

Is there a connection between these two developments? Has art gone abstract because the artist is embarrassed by his freedom? Is it that, because he is free to paint anything, he does not know what to paint? Apologists for abstract art often talk of it as the art of maximum freedom. But could this be the freedom of the desert island? It would take too long to answer these questions properly. I believe there is a connection. Many things have encouraged the development of abstract art. Among them has been the artists' wish to avoid the difficulties of finding subjects when all subjects are equally possible.

I raise the matter now because I want to draw attention to the fact that the painter's choice of a subject is a far more complicated question than it would at first seem. A subject does not start with what is put in front of the easel or with something which the painter happens to remember. A subject starts with the painter deciding he would like to paint such-and-such because for some reason or other he finds it meaningful. A subject begins when the artist selects something for special mention. (What makes it special or meaningful may seem to the artist to be purely visual—its colours or its form.) When the subject has been selected, the function of the painting itself is to communicate and justify the significance of that selection.

It is often said today that subject matter is unimportant. But this is only a reaction against the excessively literary and moralistic interpretation of subject matter in the nineteenth century. In truth the subject is literally the beginning and end of a painting. The painting begins with a selection (I will paint this and not everything else in the world); it is finished when that selection is justified (now you can see all that I saw and felt in this and how it is more than merely itself).

Thus, for a painting to succeed it is essential that the painter and his public agree about what is significant. The subject may have a personal meaning for the painter or individual spectator; but there must also be the possibility of their agreement on its general meaning. It is at this point that the culture of the society and period in question precedes the artist and his art. Renaissance art would have meant nothing to the Aztecs—and vice versa. If, to some extent, a few intellectuals can appreciate them both today it is because their culture is an historical one: its inspiration is history and therefore, it can include within itself, in principle if not in every particular, all known developments to date.

When a culture is secure and certain of its values, it presents its artists with subjects. The general agreement about what is significant is so well established that the significance of a particular subject accrues and becomes traditional. This is true, for instance, of reeds and water in China, of the nude body in Renaissance, of the animal in

4.36 □ CAT Papers

Africa. Furthermore, in such cultures the artist is unlikely to be a free agent: he will be employed *for the sake of particular subjects*, and the problem, as we have just described it, will not occur to him.

When a culture is in a state of disintegration or transition the freedom of the artist increases—but the question of subject matter becomes problematic for him: he, himself, has to choose for society. This was at the basis of all the increasing crises in European art during the nineteenth century. It is too often forgotten how many of the art scandals of that time were provoked by the choice of subject (Gericault, Courbet, Daumier, Degas, Lautrec, Van Gogh, etc.).

By the end of the nineteenth century there were, roughly speaking, two ways in which the painter could meet this challenge of deciding what to paint and so choosing for society. Either he identified himself with the people and so allowed their lives to dictate his subjects to him; or he had to find his subjects within himself as painter. By *people*, I mean everybody except the bourgeoisie. Many painters did of course work for the bourgeoisie according to their copy-book of approved subjects, but all of them, filling the Salon and the Royal Academy year after year, are now forgotten, buried under the hypocrisy of those they served so sincerely.

Q 29. In the sentence, “I believe there is a connection” (second paragraph), what two developments is the author referring to?

- (a) Painters using a dying hero and using a fruit as a subject of painting.
- (b) Growing success of painters and an increase in abstract forms.
- (c) Artists gaining freedom to choose subjects and abandoning subjects altogether.
- (d) Rise of Impressionists and an increase in abstract forms.

Q 30. When a culture is insecure, the painter chooses his subject on the basis of:

- (a) The prevalent style in the society of his time.
- (b) Its meaningfulness to the painter.
- (c) What is put in front of the easel.
- (d) Past experience and memory of the painter.

Q 31. Which of the following views is taken by the author?

- (a) The more insecure a culture, the greater the freedom of the artist.
- (b) The more secure a culture, the greater the freedom of the artist.
- (c) The more secure a culture, more difficult the choice of subject.
- (d) The more insecure a culture, the less significant the choice of the subject.

Q 32. Which of the following is NOT necessarily among the attributes needed for a painter to succeed?

- (a) The painter and his public agree on what is significant.
- (b) The painting is able to communicate and justify the significance of its subject selection.
- (c) The subject has a personal meaning for the painter.
- (d) The painting of subjects is inspired by historical developments.

Q 33. In the context of the passage, which of the following statements would NOT be true?

- (a) Painters decided subjects based on what they remembered from their own lives.
- (b) Painters of reeds and water in China faced no serious problem of choosing a subject.
- (c) The choice of subject was a source of scandals in nineteenth century European art.
- (d) Agreement on the general meaning of a painting is influenced by culture and historical context.

PASSAGE 3

Throughout human history the leading causes of death have been infection and trauma. Modern medicine has scored significant victories against both, and the major causes of ill health and death are now the chronic degenerative diseases, such as coronary artery disease, arthritis, osteoporosis, Alzheimer's, macular degeneration, cataract and cancer. These have a long latency period before symptoms appear and a diagnosis is made. It follows that the majority of apparently healthy people are pre-ill.

But are these conditions inevitably degenerative? A truly preventive medicine that focused on the pre-ill, analysing the metabolic errors which lead to clinical illness, might be able to correct them before the first symptom. Genetic risk factors are known for all the chronic degenerative diseases, and are important to the individuals who possess them. At the population level, however, migration studies confirm that these illnesses are linked for the most part to lifestyle factors—exercise, smoking and nutrition. Nutrition is the easiest of these to change, and the most versatile tool for affecting the metabolic changes needed to tilt the balance away from disease.

Many national surveys reveal that malnutrition is common in developed countries. This is not the calorie and/or micronutrient deficiency associated with developing nations (Type A malnutrition); but multiple micronutrient

depletion, usually combined with calorific balance or excess (Type B malnutrition). The incidence and severity of Type B malnutrition will be shown to be worse if newer micronutrient groups such as the essential fatty acids, xanthophylls and flavonoids are included in the surveys. Commonly ingested levels of these micronutrients seem to be far too low in many developed countries.

There is now considerable evidence that Type B malnutrition is a major cause of chronic degenerative diseases. If this is the case, then it is logical to treat such diseases not with drugs but with multiple micronutrient repletion, or 'pharmaco-nutrition'. This can take the form of pills and capsules—'nutraceuticals', or food formats known as 'functional foods'. This approach has been neglected hitherto because it is relatively unprofitable for drug companies—the products are hard to patent—and it is a strategy which does not sit easily with modern medical interventionism. Over the last 100 years, the drug industry has invested huge sums in developing a range of subtle and powerful drugs to treat the many diseases we are subject to. Medical training is couched in pharmaceutical terms and this approach has provided us with an exceptional range of therapeutic tools in the treatment of disease and in acute medical emergencies. However, the pharmaceutical model has also created an unhealthy dependency culture, in which relatively few of us accept responsibility for maintaining our own health. Instead, we have handed over this responsibility to health professionals who know very little about health maintenance, or disease prevention.

One problem for supporters of this argument is lack of the right kind of hard evidence. We have a wealth of epidemiological data linking dietary factors to health profiles/disease risks, and a great deal of information on mechanism: how food factors interact with our biochemistry. But almost all intervention studies with micronutrients, with the notable exception of the omega-3 fatty acids, have so far produced conflicting or negative results. In other words, our science appears to have no predictive value. Does this invalidate the science? Or are we simply asking the wrong questions?

Based on pharmaceutical thinking, most intervention studies have attempted to measure the impact of a single micronutrient on the incidence of disease. The classical approach says that if you give a compound formula to test subjects and obtain positive results, you cannot know which ingredient is exerting the benefit, so you must test each ingredient individually. But in the field of nutrition, this does not work. Each intervention on its own will hardly make enough difference to be measured. The best therapeutic response must therefore, combine micronutrients to normalize our internal physiology. So do we need to analyse each individual's nutritional status and then tailor a

formula specifically for him or her? While we do not have the resources to analyse millions of individual cases, there is no need to do so. The vast majority of people are consuming suboptimal amounts of most micronutrients, and most of the micronutrients concerned are very safe. Accordingly, a comprehensive and universal program of micronutrient support is probably the most cost-effective and safest way of improving the general health of the nation.

Q 34. Why are a large number of apparently healthy people deemed pre-ill?

- (a) They may have chronic degenerative diseases.
- (b) They do not know their own genetic risk factors which predispose them to diseases.
- (c) They suffer from Type-B malnutrition.
- (d) There is a lengthy latency period associated with chronically degenerative diseases.

Q 35. Type-B malnutrition is a serious concern in developed countries because

- (a) developing countries mainly suffer from Type-A malnutrition.
- (b) it is a major contributor to illness and death.
- (c) pharmaceutical companies are not producing drugs to treat this-condition.
- (d) national surveys on malnutrition do not include newer micronutrient groups.

Q 36. Tailoring micronutrient-based treatment plans to suit individual deficiency profiles is not necessary because

- (a) it very likely to give inconsistent or negative results.
- (b) it is a classic pharmaceutical approach not suited to micronutrients.
- (c) most people are consuming suboptimal amounts of safe-to-consume micronutrients.
- (d) it is not cost effective to do so.

Q 37. The author recommends micronutrient-repletion for large-scale treatment of chronic degenerative diseases because

- (a) it is relatively easy to manage.
- (b) micronutrient deficiency is the cause of these diseases.
- (c) it can overcome genetic risk factors.
- (d) it can compensate for other lifestyle factors.

PASSAGE 4

Fifty feet away three male lions lay by the road. They did not appear to have a hair on their heads. Noting the color of their noses (leonine noses darken as they age, from pink to black), Craig estimated that they were six

years old—young adults. “This is wonderful!” he said, after staring at them for several moments. “This is what we came to see. They really are maneless.” Craig, a professor at the University of Minnesota, is arguably the leading expert on the majestic Serengeti lion, whose head is mantled in long, thick hair. He and Peyton West, a doctoral student who has been working with him in Tanzania, had never seen the Tsavo lions that live some 200 miles east of, the Serengeti. The scientists had partly suspected that the maneless males were adolescents mistaken for adults by amateur observers. Now they knew better.

The Tsavo research expedition was mostly Peyton’s show. She had spent several years in Tanzania, compiling the data she needed to answer a question that ought to have been answered long ago: Why do lions have manes? It is the only cat, wild or domestic, that displays such ornamentation. In Tsavo, she was attacking the riddle from the opposite angle. Why do its lions not have manes? (Some “maneless” lions in Tsavo East do have partial manes, but they rarely attain the regal glory of the Serengeti lions.) Does environmental adaptation account for the trait? Are the lions of Tsavo, as some people believe, a distinct subspecies of their Serengeti cousins?

The Serengeti lions have been under continuous observation for more than 35 years, beginning with George Schaller’s pioneering work in the 1960s. But the lions in Tsavo, Kenya’s oldest and largest protected ecosystem, have hardly been studied. Consequently, legends have grown up around them. Not only do they look different, according to the myths, they *behave* differently, displaying greater cunning and aggressiveness. “Remember too,” *Kenya: The Rough Guide* warns, “Tsavo’s lions have a reputation of ferocity.” Their fearsome image became well-known in 1898, when two males stalled construction of what is now Kenya Railways by allegedly killing and eating 135 Indian and African labourers. A British Army officer in charge of building a railroad bridge over the Tsavo River, Lt Col J. H. Patterson, spent nine months pursuing the pair before he brought them to bay and killed them. Stuffed and mounted, they now glare at visitors to the Field Museum in Chicago.

Patterson’s account of the leonine reign of terror, *The Man-Eaters* of Tsavo, was an international best seller when published in 1907. Still in print, the book has made Tsavo’s lions notorious. That annoys some scientists. “People do not want to give up on mythology,” Dennis King told me one day. The zoologist has been working in Tsavo off and on for four years. “I am so sick of this man-eater business. Patterson made a helluva lot of money off that story, but Tsavo’s lions are no more likely to turn man-eater than lions from elsewhere.”

But tales of their savagery and wiliness do not all come from sensationalist authors looking to make a buck. Tsavo lions are generally larger than lions elsewhere, enabling them to take down the predominant prey animal in Tsavo, the Cape buffalo, one of the strongest, most aggressive animals of Earth. The buffalo do not give up easily: They often kill or severely injure an attacking lion, and a wounded lion might be more likely to turn to cattle and humans for food.

And other prey is less abundant in Tsavo than in other traditional lion haunts. A hungry lion is more likely to attack humans. Safari guides and Kenya Wildlife Service rangers tell about lions attacking Land Rovers, raiding camps, stalking tourists. Tsavo is a tough neighbourhood, they say, and it breeds tougher lions.

But are they really tougher? And if so, is there any connection between their manelessness and their ferocity? An intriguing hypothesis was advanced two years ago by Gnoske and Peterhans: Tsavo lions may be similar to the unmaned cave lions of the Pleistocene. The Serengeti variety is among the most evolved of the species—the latest model, so to speak—while certain morphological differences in Tsavo lions (bigger bodies, smaller skulls, and maybe even lack of a mane) suggest that they are closer to the primitive ancestor of all lions. Craig and Peyton had serious doubts about this idea, but admitted that Tsavo lions pose a mystery to science.

Q 38. The book *Man-Eaters of Tsavo* annoys some scientists because

- (a) it revealed that Tsavo lions are ferocious.
- (b) Patterson made a helluva lot of money from the book by sensationalism.
- (c) it perpetuated the bad name Tsavo lions had.
- (d) it narrated how two male Tsavo lions were killed.

Q 39. The sentence which concludes the first paragraph, “Now they knew better”, implies that

- (a) the two scientists were struck by wonder on seeing maneless lions for the first time.
- (b) though Craig was an expert on the Serengeti lion, now he also knew about the Tsavo lions.
- (c) earlier, Craig and West thought that amateur observers had been mistaken.
- (d) Craig was now able to confirm that darkening of the noses as lions aged applied to Tsavo lions as well.

Q 40. Which of the following, if true, would weaken the hypothesis advanced by Gnoske and Peterhans most?

- (a) Craig and Peyton develop even more serious doubts about the idea that Tsavo lions are primitive.

- (b) The maneless Tsavo East lions are shown to be closer to the cave lions.
- (c) Pleistocene cave lions are shown to be far less violent than believed.
- (d) The morphological variations in body and skull size between the cave and Tsavo lions are found to be insignificant.
- Q 41. According to the passage, which of the following has NOT contributed to the popular image of Tsavo lions as savage creatures?
- (a) Tsavo lions have been observed to bring down one of the strongest and most aggressive animals—the Cape buffalo.
- (b) In contrast to the situation in traditional lion haunts, scarcity of non-buffalo prey in the Tsavo makes the Tsavo lions more aggressive.
- (c) The Tsavo lion is considered to be less evolved than the Serengeti variety.
- (d) Tsavo lions have been observed to attack vehicles as well as humans.

PASSAGE 5

The viability of the multinational corporate system depends upon the degree to which people will tolerate the unevenness it creates. It is well to remember that the 'New Imperialism' which began after 1870 in a spirit of Capitalism Triumphant, soon became seriously troubled and after 1914 was characterized by war, depression, breakdown of the international economic system and war again, rather than Free Trade, Pax Britannica and Material Improvement. A major reason was Britain's inability to cope with the by-products of its own rapid accumulation of capital; i.e., a class-conscious labour force at home; a middle class in the Hinterland; and rival centres of capital on the Continent and in America. Britain's policy tended to be atavistic and defensive rather than progressive—more concerned with warding off new threats than creating new areas of expansion. Ironically, Edwardian England revived the paraphernalia of the landed aristocracy it had just destroyed. Instead of embarking on a 'big push' to develop the vast Hinterland of the Empire, colonial administrators often adopted policies to arrest the development of either a native capitalist class or a native proletariat which could overthrow them.

As time went on, the centre had to devote an increasing share of government activity to military and other unproductive expenditures; they had to rely on alliances with an inefficient class of landlords, officials and soldiers in the hinterland to maintain stability at the cost of

development. A great part of the surplus extracted from the population was thus wasted locally.

The New Mercantilism (as the Multinational Corporate System of special alliances and privileges, aid and tariff concessions is sometimes called) faces similar problems of internal and external division. The centre is troubled: excluded groups revolt and even some of the affluent are dissatisfied with the roles. Nationalistic rivalry between major capitalist countries remains an important divisive factor. Finally, there is the threat presented by the middle classes and the excluded groups of the underdeveloped countries. The national middle classes in the underdeveloped countries came to power when the centre weakened but could not, through their policy of import substitution manufacturing, establish a viable basis for sustained growth. They now face a foreign exchange crisis and an unemployment (or population) crisis—the first indicating their inability to function in the international economy and the second indicating their alienation from the people they are supposed to lead. In the immediate future, these national middle classes will gain a new lease of life as they take advantage of the spaces created by the rivalry between American and non-American oligopolists striving to establish global market positions.

The native capitalists will again become the champions of national independence as they bargain with multinational corporations. But the conflict at this level is more apparent than real, for in the end the fervent nationalism of the middle class asks only for promotion within the corporate structure and not for a break with that structure. In the last analysis their power derives from the metropolis and they cannot easily afford to challenge the international system. They do not command the loyalty of their own population and cannot really compete with the large, powerful, aggregate capitals from the centre. They are prisoners of the 'taste patterns and consumption standards' set at the centre.

The main threat comes from the excluded groups. It is not unusual in underdeveloped countries for the top 5 per cent to obtain between 30 and 40 per cent of the total national income, and for the top one-third to obtain anywhere from 60 to 70 percent. At most, one-third of the population can be said to benefit in some sense from the dualistic growth that characterizes development in the hinterland. The remaining two-thirds, who together get only one-third of the income, are outsiders, not because they do not contribute to the economy, but because they do not share in the benefits. They provide a source of cheap labour which helps keep exports to the developed world at a low price and which has financed the urban-biased growth of recent years. In fact, it is difficult to see how the system in most underdeveloped countries could

4.40 □ CAT Papers

survive without cheap labour since removing it (e.g., diverting it to public works projects as is done in socialist countries) would raise consumption costs to capitalists and professional elites.

Q 42. According to the author, the British policy during the 'New Imperialism' period tended to be defensive because

- (a) it was unable to deal with the fallouts of a sharp increase in capital.
 - (b) its cumulative capital had undesirable side-effects.
 - (c) its policies favoured developing the vast hinterland.
 - (d) it prevented the growth of a set-up which could have been capitalistic in nature.

Q 43. The author is in a position to draw parallels between New Imperialism and New Mercantilism because

- (a) both originated in the developed Western capitalist countries

- (b) new Mercantilism was a logical sequel to New Imperialism.
 - (c) they create the same set of outputs—a labour force, middle classes and rival centres of capital.
 - (d) both have comparable uneven and divisive effects.

Q 44. Under New Mercantilism, the fervent nationalism of the native middle classes does not create conflict with the multinational corporations because they (the middle classes)

- (a) negotiate with the multinational corporations.
 - (b) are dependent on the international system for their continued prosperity.
 - (c) are not in a position to challenge the status quo.
 - (d) do not enjoy popular support.

Q 45. In the sentence, “They are prisoners of the taste patterns and consumption standards set at the centre.” (fourth paragraph), what is the meaning of ‘centre’?

- (a) National government
 - (b) Native capitalists
 - (c) New capitalists
 - (d) None of the above

Number of questions = 5

Note: Questions 46 to 50 carry two marks each.

Direction for questions 46 and 47: *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with*

a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.

Q 46. A. Experts such as Larry Burns, head of research at GM, reckon that only such a full hearted leap will allow the world to cope with the mass motorization that will one day come to China or India.

- B. But once hydrogen is being produced from biomass or extracted from underground coal or made from water, using nuclear or renewable electricity, the way will be open for a huge reduction in carbon emissions from the whole system.
 - C. In theory, once all the bugs have been sorted out, fuel cells should deliver better total fuel economy than any existing engines.
 - D. That is twice as good as the internal combustion engine, but only five percentage points better than a diesel hybrid.
 - E. Allowing for the resources needed to extract hydrogen from hydrocarbon, oil, coal or gas, the fuel cell has an efficiency of 30 per cent.

(a) CEDBA (b) CEBDA
(c) AEDBC (d) ACEBD

Q 47. A. But this does not mean that death, was the Egyptians only preoccupation.

Direction for questions 48 to 50: *Four alternative summaries are given below each text. Choose the option that best captures the essence of the text.*

Q 48. Modern bourgeois society, said Nietzsche, was decadent and enfeebled—a victim of the excessive development of the rational faculties at the expense of will and instinct. Against the liberal-rationalist stress on the intellect, Nietzsche urged recognition of the dark mysterious world of instinctual

desires—the true forces of life. Smother the will with excessive intellectualizing and you destroy the spontaneity that sparks cultural creativity and ignites a zest for living. The critical and theoretical outlook destroyed the creative instincts. For man's manifold potential to be realized, he must forego relying on the intellect and nurture again the instinctual roots of human existence.

- (a) Nietzsche urges the decadent and enfeebled modern society to forego intellect and give importance to creative instincts.
- (b) Nietzsche urges the decadent and enfeebled modern society to smother the will with excessive intellectualising and ignite a zest for living.
- (c) Nietzsche criticizes the intellectuals for enfeebling the modern bourgeois society by not nurturing man's creative instincts.
- (d) Nietzsche blames excessive intellectualization for the decline of modern society and suggests nurturing creative instincts instead.

Q 49. Local communities have often come in conflict with agents trying to exploit resources, at a faster pace, for an expanding commercial-industrial economy. More often than not, such agents of resource-intensification are given preferential treatment by the state, through the grant of generous long leases over mineral or fish stocks, for example, or the provision of raw material at an enormously subsidized price. With the injustice so compounded, local communities at the receiving end of this process have no resource expert direct action, resisting both the state and outside exploiters through a variety of protest techniques. These struggles might perhaps be seen as a manifestation of a new kind of class conflict.

- (a) A new kind of class conflict arises from preferential treatment given to agents of resource-intensification by the state which the local community sees as unfair.
- (b) The grant of long leases to agents of resource-intensification for an expanding commercial-industrial economy leads to direct protests from the local community, which sees it as unfair.
- (c) Preferential treatment given by the state to agents of resource-intensification for an

expanding commercial-industrial economy exacerbates injustice to local communities and leads to direct protests from them, resulting in a new type of class conflict.

- (d) Local communities have no option but to protest against agents of resource intensification and create a new type of class conflict when they are given raw material at subsidized prices for an expanding commercial-industrial economy.

Q 50. Although almost all climate scientists agree that the Earth is gradually warming, they have long been of two minds about the process of rapid climate shifts within larger periods of change. Some have speculated that the process works like a giant oven freezer, warming or cooling the whole planet at the same time. Others think that shifts occur on opposing schedules in the Northern and Southern Hemispheres, like exaggerated seasons. Recent research in Germany examining climate patterns in the Southern Hemisphere at the end of the last Ice Age strengthens the idea that warming and cooling occurs at alternate times in the two hemispheres. A more definitive answer to this debate will allow scientists to better predict when and how quickly the next climate shift will happen.

- (a) Scientists have been unsure whether rapid shifts in the Earth's climate happen all at once or on opposing schedules in different hemispheres; research will help find a definitive answer and better predict climate shifts in future.
- (b) Scientists have been unsure whether rapid shifts in the Earth's climate happen all at once or on opposing schedules in different hemispheres; finding a definitive answer will help them better predict climate shifts in future.
- (c) Research in Germany will help scientists find a definitive answer about warming and cooling of the Earth and predict climate shifts in the future in a better manner.
- (d) More research rather than debates on warming or cooling of the Earth and exaggerated seasons in its hemispheres will help scientists in Germany predict climate changes better in future.

ANSWERS

Q. No.	Answer						
1	(c)	2	(a)	3	(d)	4	(d)
5	(b)	6	(a)	7	(d)	8	(c)
9	(b)	10	(d)	11	(a)	12	(c)
13	(b)	14	(d)	15	(c)	16	(c)
17	(d)	18	(a)	19	(b)	20	(b)
21	(d)	22	(a)	23	(a)	24	(b)
25	(b)	26	(b)	27	(d)	28	(a)
29	(c)	30	(b)	31	(a)	32	(d)
33	(a)	34	(d)	35	(b)	36	(c)
37	(b)	38	(c)	39	(c)	40	(c)
41	(c)	42	(a)	43	(d)	44	(b)
45	(d)	46	(a)	47	(c)	48	(d)
49	(c)	50	(b)				

HINTS AND EXPLANATIONS

- (c) The keywords ‘serene’ and ‘out of season’ suggest that the corridors must be ‘unoccupied’ or ‘empty’. ‘Hollow’ in choice (b) and ‘white’ in choice (d) have no logical connection. ‘Striking’ in choice (a) counters the very essence of the passage.
- (a) Choices (c) and (d) have similar meaning and are misnomers in the given context, as the keywords ‘lowpitched voices’ require a word that is synonymous with ‘quiet’ or ‘calm’. The usage of the adjective ‘faded’ in the sentence to describe men is untenable.
- (d) The given sentence depicts the President as a very angry person as suggested by the keyword ‘scowled’. Choices (a), (b) and (c) are either positive or neutral and cannot fit in the sentence.
- (d) ‘Paced’ in choice (a) is not consistent with the mood of the President as depicted in the first part of the sentence. It means ‘to walk fast’. ‘Strolled’ in (b) means ‘walk casually’ and hence is discarded. ‘Stormed’ in choice (c) refers to ‘attack a place suddenly’ or ‘say something in a loud, angry way’. But here, neither of them fits in. ‘Prowled’ refers to moving in a restless manner and hence fits.
- (b) ‘Blunt’ means ‘very direct’ with respect to a remark. ‘Devious’ in choice (d) means ‘dishonest’ and is incorrect as the statement is a frank one. For the same reason ‘tactful’ in choice (c) is also not appropriate.
- (a) ‘Interest’ is the most appropriate word because the original amount he owed to the department accumulated to the said figure. ‘Taxes’ is redundant while, ‘principal’ usually refers to a loan (in this case it is not). ‘Returns’ is what one gets rather than pays.
- (d) ‘Sanctions’ is used for an official permission or order that limits trade and is rarely used for an amount. ‘Fees’ are paid for a service and ‘refunds’ are what one gets back. ‘Fines’ is the best choice because of the penalty component.
- (c) ‘Attach’ is the word used for officially taking something away. ‘Impound’ means ‘confiscate’ and is generally used in the context of illegal goods or contraband. Other choices are in no way comparable.

9. (b) 'Smashed' in choice (a) and 'dismantled' in choice (c) are far from being logical. 'Frozen' is a wrong choice. 'Frozen' is used in the context of making bank accounts inoperable, etc. Automobiles are seized.
10. (d) Clearly the topic is about a person who has violated income tax regulations and he should be called an 'offender' of the law.
11. (a) Only statements B and C are grammatically incorrect. In statement C, the error is 'took shower', the correction is 'took a shower'. In statement B, 'what to do' is incorrect. 'What she should do' is correct.
12. (c) There are errors in statements B and D. In statement B, 'efforts gave fruit' is incorrect. The correction is 'efforts bore fruit'. In statement C, 'complemented her for' is incorrect. The correction is 'complimented her on'.
13. (b) There are errors in both B and D. The error in B is "pleaded guilty of". The correction is "pleaded guilty to". In D, the error is "sentenced for three years". The correction is "sentenced to three years".
14. (d) Choice (d) fits into the blank. In choice (a) the usage of the indefinite article is erroneous. Choices (b) and (c) are erroneous due to the incorrect ordering of words.
15. (c) Choices (a) and (d) are ruled out because 'suggest' does not go with 'to + verb' form. Choice (b) cannot fit in the blank because of the error in parallelism. The appropriate structure is "Many people suggest and others advocate".
16. (c) The tense in choices (a) and (b) is not consistent. Moreover, choice (a) uses both 'essential' and 'must', thus rendering either one of these words redundant. In choice (d) 'things' the plural form cannot take 'it'.
17. (d) 'Fallout' as used in choice (a) refers to the after-effects of nuclear radiation. The word as used in choices (b) and (c) refers to 'political impact' and 'environmental impact' in the respective sentences. The usage is appropriate in all these choices. However, it has been used inappropriately in choice (d). The word that should have been used in place of 'fallout' is 'failure'.
18. (a) 'Passing marks' is erroneous. The correction is 'pass marks'. The word has been used correctly in the other choices.
19. (b) The word 'bolt' has been used correctly in choices (a), (c) and (d). 'A bolt of silk' refers to silk wound around a long metal tube. 'Bolt' as used in choice (d) means 'to escape'. However, the usage is inappropriate in choice (b). Bolt means to 'make a dash for'. But how can a person make a bolt for the gate, when he is unable to move?
20. (b) 'B' opens the paragraph as it launches the topic— "Germany's military position in World War II". E follows B; the word 'catastrophic' in 'E' gives continuation to the idea expressed in B. Further, E talks about the eastern front. D talks about Poland and A talks about the western front. Hence EDA go together. Finally C concludes.
21. (d) 'E' is the opening statement as it introduces the topic of the paragraph. Statement C follows Statement E since now we know why Bush felt he had a mission to restore power to the Presidency. Hence EC. 'DB' tells us that he was not merely fighting just the Democrats but the entire, hence DB is a mandatory pair. Further, 'A' tells us what Bush did to tackle the problem, He bypassed the Congress (the U.S. legislative house). Hence CEADB.
22. (a) B opens the paragraph. The words "the status of the participants was unknown" in B give a hint that E should follow it, i.e., the words "we therefore, tracked" continue the idea in B. The words 'resident male' in E find a continuation in D. The words 'the two neighbours' and 'they' in A and C respectively are linked. Hence BEDAC.
23. (a) The main idea expressed in the paragraph is that the food habits of people ranging from the Arctic to the tropics differ because of the climate and produce of their respective regions. This is best expressed in choice (a). Choice (b) is incomplete as it fails to mention that the produce of the region is a factor in shaping food habits. Choice (c) is incomplete as it does not mention the role that the weather plays in shaping food habits. Finally, choice (d) is a misrepresentation of the idea mentioned in the text. The original text does not say that people eat what they do because of preference. Further, the text does not say that people should change their food habits.
24. (b) The paragraph conveys the idea that initially it is natural to be wary of one's school fellows as one know them well. It also says that one needs

4.44 □ CAT Papers

to avoid prejudice. Further, one must avoid the faults that one sees in others and thus win them over. These ideas are best expressed in choice (b). Choice (a) suggests that one must complain when one finds others prejudiced. This is a distortion of the meaning of the original text. Choice (c) omits the point that one must avoid the faults that one finds in others. Choice (d) implies that one should make enemies with others if they behave badly. This is a misrepresentation.

25. (b) Refer paragraph 4 which shows that the changes that have taken place in the automobile are insignificant. Paragraph 6 says the same for planes. Further, the last paragraph talks about 'calcified organisations' and 'industry-wide emulation'. Hence it confirms that industry is not very innovative.
26. (b) Paragraph 4, line 5 and the last line confirms choice (b).
27. (d) Paragraph 3, last line supports choice (d).
28. (a) The last line of the passage indicates choice (a).
29. (c) The statement is made in the context of the artists' freedom to choose a subject and the absence of subject in abstract art. Refer paragraph 2, lines 1 and 2.
30. (b) Paragraph 7, line 1 states that when a culture is in a state of disintegration or transition, in other words insecure, the freedom of the artist increases. This clearly indicates that choice (b) is correct.
31. (a) Paragraph 7 shows that when a culture is insecure the artist has freedom.
32. (d) The passage lists answer choices (a), (b) and (c) as necessary attributes for a painter to succeed. Choice (a) is supported by paragraph 5, line 1; choice (b) is supported by paragraph 5, line 3; and choice (c) is supported by paragraph 5, line 2. However, choice (d) is not supported by the passage.
33. (a) Choice (b), (c) and (d) are true according to the passage. Choice (b) is supported by paragraph 6, lines 1–3. Choice (c) is supported by paragraph 7, lines 3 and 4. Choice (d) is supported by paragraph 5, lines 3–7. The passage says that the artist and his art is preceded by the culture of the society. Further, it goes on to say that if intellectuals are able to appreciate Renaissance art and Aztec art, it is because they are aware of the culture and history that inspired those works of art. This clearly implies that choice (d) is true. Choice (a) however, is incorrect. Paragraph 3, lines 2 and 3 state that 'a subject does not start with something that the author happens to remember'.
34. (d) Paragraph 1, line 4 supports choice (d).
35. (b) Paragraph 1, line 2 and paragraph 4, line 1 indicate that choice (b) is correct.
36. (c) Last paragraph, line 6 and line 8 support choice (c).
37. (b) Refer paragraph 3, lines 2 and 3, and paragraph 4, line 1.
38. (c) Paragraph 3, line 11 supports choice (c).
39. (c) The statement implies that Craig and Peyton West felt that the amateur observers were incorrect in believing that the maneless lions were adults. Now they know that the amateurs were in fact right.
40. (c) The last paragraph states the hypothesis. It is that the Tsavo lions are similar to the cave lions of Pleistocene. If the Pleistocene lions are shown to be less violent than earlier thought, then the aggressiveness of the Tsavo lion cannot be reconciled with the lack of it in cave lions of Pleistocene. This calls into question the hypothesis that the two are similar. Hence choice (c) weakens the hypothesis. Choice (a) will neither strengthen nor weaken the hypothesis. Choice (b) will strengthen the hypothesis. Choice (d) will also strengthen the hypothesis as it states that the morphological variations are insignificant.
41. (c) Choice (a), (b) and (d) refer to facts that have contributed to the popular image of the Tsavo lion as being very aggressive. Choice (c) however, has not contributed to that image.
42. (a) Paragraph 1, lines 5 and 6 say that Britain was unable 'to cope with the by-products of its own rapid accumulation of capital'.
43. (d) The underlying sentiment in paragraph 3 shows that New Mercantilism like New Imperialism (paragraph 1) has uneven and divisive effects. Refer paragraph 3, line 2.
44. (b) Refer paragraph 4, line 4. The sentence states that the native middle class could not afford to challenge the international system.

45. (d) Refer paragraph 3, lines 5 and 6. The national middle class came to power In other words they became the centre.
46. (a) 'C' begins the paragraph. There is a reference to 'fuel cells' in C. E continues the idea of 'total fuel economy' which is expressed in C. Hence CE go together. D is the continuation as it says that the 30 percent efficiency is twice as good as the efficiency of the internal combustion engine. Hence CED. 'B' introduces another facet, i.e., reducing carbon emissions. 'A' continues, as it talks about a full-hearted leap, which is a reference to what is mentioned in B. Hence CEDBA.
47. (c) The paragraph starts with 'E' as it launches the topic of how much is known about the rich and the poor in Egypt. The sentence ends with the statement that 'monuments were made for the rich'. This should be logically followed by what was made for the poor. Hence 'D' should follow. Hence CD. Then the discussion moves on to sources of information. Hence EDC. 'Papyri' in B and 'sources of information' in C are linked as 'Papyri' refer to documents which are sources of information. Hence EDCB. 'A' rounds up the discussion by stating that notwithstanding the discussion in the preceding statements, death is not the only preoccupation of the Egyptians. Hence EDCBA.
48. (d) The central idea of the paragraph is that Nietzsche opined that excessive intellectualisation is responsible for the decline of modern society and suggests nurturing creative instincts instead. Choice (d) captures this correctly.
49. (c) The main idea expressed is that the state has given preferential treatment to agents of resource-intensification to intensity an expanding commercial-industrial economy. This action is protested by the local communities which has in turn resulted in class conflict. All these ideas are expressed in choice (c).
50. (b) The paragraph mainly talks about scientists not being sure about the changes in the Earth's climate; whether they happen all at once or at different times in both the hemispheres. A definitive answer will help them to predict future climatic changes. These ideas are best expressed in choice (b).

This page is intentionally left blank

CAT 2005

A large blue hexagonal graphic containing the white number '4'.

ABOUT THE TEST

1. Read the instructions carefully before attempting the questions
2. Do your rough work on the Test Booklet and not on the Answer Sheet
3. Total Questions = 30
4. There is negative marking

Note: Questions 1 to 10 carry one mark each.

Direction for questions 1 to 4: *The passage given below is followed by a set of four questions. Choose the best answer to each question.*

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 the game.

Psychologically, the 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, reveal 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 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 interest in the plots of these stories is sustained by withholding the unraveling of a solution to a problem. The effort of solving the problem is in itself not a conflict if the adversary (the unknown criminal) remains passive, like Nature, whose secrets the scientists supposedly unravel by deduction. If the adversary actively puts obstacles in the

detective's path towards the solution, there is genuine conflict. But the conflict is psychologically interesting only to the extent that it contains irrational components such as a 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.

Q 1. 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.

Q 2. 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.
 - (d) A finance manager's quandary over the best way of raising money from the market.

Q 3. 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

Q 4. 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.

Direction for questions 5 to 7: The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.

Q 5. A. Similarly, turning to caste, even though being lower caste is undoubtedly a separate cause of disparity, its impact is all the 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 the 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 poorer women very severely.

Q 6. A. When identity is thus 'defined by contrast', divergence with the West becomes central

- B. Indian religious literature such as the Bhagavad Gita or the Tantric texts, which are identified as differing from secular writings seen as 'western', elicits much greater interest in the West than do other Indian writings, including India's long History of heterodoxy.

- C. There is a similar neglect of Indian writing on non-religious subjects, from Mathematics, Epistemology and Natural Science to Economics and Linguistics.
- D. Through selective emphasis that point up differences with the West, other civilizations can, in this way, be redefined in alien terms, which can be exotic and charming, or else bizarre and terrifying, or simply strange and engaging.
- E. The exception is the Kamasutra in which western readers have managed to cultivate an interest.
- (a) BDACE (b) DEABC
 (c) BDECA (d) BCEDA

- Q 7. A. This is now orthodoxy to which I subscribe-up to a point.
- B. It emerged from the Mathematics of chance and Statistics.
- C. Therefore, the risk is measurable and manageable.
- D. The fundamental concept: Prices are not predictable, but the Mathematical laws of chance can describe their fluctuations.
- E. This is how what business schools now call horo modem finance was born.
- (a) ADCBE (b) EBDCA
 (c) ABDCE (d) DCBEA

Direction for questions 8 to 10: *In each question, the word at the top of the table is used in four different ways, numbered 1 to 4. Choose the option in which the usage of the word is incorrect or inappropriate.*

Q 8. Near

(a)	I got there just after you left – near miss!
(b)	She and her near friend left early
(c)	The war led to an near doubling of oil prices
(d)	They came near to tears seeing the plight of the victims

Q 9. Hand

(a)	I have my hand full, I cannot do it today
(b)	The minister visited the jail to see the breach at first hand
(c)	The situation is getting out of hand there
(d)	When the roof of my house was blown away, he was willing to lend me a hand

Q 10. For

(a)	He has a great eye for detail
(b)	We are waiting for the day
(c)	I cannot bear for her to be angry
(d)	It could not be done for ever

Number of questions = 20

Note: Questions 11 to 30 carry two marks each.

Direction for questions 11 to 18: *Each of the two passages given below is followed by a set of four questions. Choose the best answer to each question.*

PASSAGE 1

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 should not 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 realize, 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.

- Q 11. By the expression 'Edwardian summer', the author refers to a period in which there is
- unparalleled luxury and opulence.
 - a sense of complacency among people because of all-round prosperity.
 - a culmination of all-round economic prosperity.
 - an imminent danger lurking behind economic prosperity.
- Q 12. What, according to the author, has resulted in a widespread belief in the resilience of modern capitalism?
- Growth in the economies of Western countries despite shocks in the form of increase in levels of indebtedness and inflated asset prices.
 - Increase in the prosperity of Western countries and China despite rising oil prices.
 - Continued growth of Western economies despite a rise in terrorism, an increase in oil prices and other similar shocks.
 - The success of continued reforms aimed at making Western economies more dynamic, competitive and efficient.
- Q 13. Which of the following best represents the key argument made by the author?
- 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.
 - The belief that modern industrial capitalism is highly resilient and capable of overcoming shocks will be belied soon.
 - 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.
 - A crisis is imminent in the West given the growth of countries like China and India and the increase in oil prices.

Q 14. 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.

PASSAGE 2

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 civilization 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 terms normally occupying a superior position. Derrida defines the relationship between such oppositional terms using the neologism *differance*.

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 *differance*. As author of its own biography, the subject thus becomes the

4.52 □ CAT Papers

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.

Q 15. 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.

Q 16. 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.

Q 17. 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.

Q 18. 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.

Direction for questions 19 to 22: *Each of the following questions 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.*

Q 19. The audiences for crosswords and sudoku, understandably, overlap greatly, but there are differences, too. A crossword attracts a more literary person, while sudoku appeals to a keenly logical mind. Some crossword enthusiasts turn up their noses at sudoku because they feel it lacks depth. A good crossword requires vocabulary, knowledge, mental flexibility and sometimes even a sense of humor to complete. It touches numerous areas of life and provides an ‘Aha!’ or two along the way.

- (a) Sudoku, on the other hand, is just a logical exercise, each one similar to the last.
- (b) Sudoku, incidentally, is growing faster in popularity than crosswords, even among the literati.
- (c) Sudoku, on the other hand, can be attempted and enjoyed even by children.
- (d) Sudoku, however, is not exciting in any sense of the term.

Q 20. Most firms consider expert individuals to be too elitist, temperamental, egocentric, and difficult to work with. Force such people to collaborate on a high-stakes project and they just might come to fisticuffs. Even the very notion of managing such a group seems unimaginable. So most organizations fall into default mode, setting up project teams of people who get along nicely.

- (a) The result, however, is disastrous.
- (b) The result is mediocrity.
- (c) The result is creation of experts who then become elitists.
- (d) Naturally, they drive innovations.

Q 21. 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 was not 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.’

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

Q 22. Thus, the end of knowledge and the closing of the frontier that it symbolizes is not a looming crisis at all, but merely one of many embarrassing fits of hubris in civilization’s long industry. In the end, it will pass away and be forgotten. Ours is not the first generation to struggle to understand the organizational laws of the frontier, deceive itself that it has succeeded, and go to its grave having failed.

- (a) One would be wise to be humble.
- (b) But we might be the first generation to actually reach the frontier.
- (c) But we might be the first generation to deal with the crisis.
- (d) However, this time the success is not illusory.

Direction for questions 23 to 26: *Each 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).

- Q 23. A. When virtuoso teams begin their work, individuals are in and group consensus is out.
 B. As project progresses, however, the individual stars harness themselves to the product of the group.
 C. Sooner or later, the members break through their own egocentrism and become a plurality with single-minded focus on the goal.
 D. In short, they morph into a powerful team with a shared identity.
 (a) A and C (b) A and D
 (c) B and D (d) A, C and D

- Q 24. A. Large reductions in the ozone layer, which sits about 15–30 km above the Earth, take place each winter over the polar regions, especially the Antarctic, as low temperatures allow the formation of stratospheric clouds that assist chemical reactions breaking down ozone.
 B. Industrial chemicals containing chlorine and bromine have been blamed for thinning the layer because they attack the ozone molecules, making them to break apart.
 C. Many an offending chemicals have now been banned.
 D. It will still take several decades before these substances have disappeared from the atmosphere.
 (a) Only D (b) B and D
 (c) A and D (d) A and C

- Q 25. A. The balance of power will shift to the East as China and India evolve.
 B. Rarely the economic ascent of two still relatively poor nations has been watched with such a mixture of awe, opportunism, and trepidation.
 C. Postwar era witnessed economic miracles in Japan and South Korea, but neither was populous enough to power worldwide growth or change the game in a complete spectrum of industries.
 D. China and India, by contrast, possess the weight and dynamism to transform the 21st-century global economy.
 (a) A, B and C (b) A and D
 (c) Only C (d) C and D

- Q 26. A. People have good reason to care about the welfare of animals.
 B. Ever since Enlightenment, their treatment has been seen as a measure of mankind's humanity.

- C. It is no 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.
 (a) A and D (b) B
 (c) A and C (d) C and D

Direction for questions 27 to 30: *Each of the following questions has a paragraph with one italicized word that does not make sense. Choose the most appropriate replacement for that word from the options given below the paragraph.*

- Q 27. Intelligent design derives from an early 19th-century explanation of the natural world given by an English clergyman, William Paley. Paley was the popularizer of the famous watchmaker analogy. Proponents of intelligent design are *crapping* Paley's argument with a new gloss from molecular biology.
 (a) destroying (b) testing
 (c) resurrecting (d) questioning
- Q 28. Women squat, heads covered, beside huge piles of limp fodder and *blunk* oil lamps, and just about all the cows in the three towns converge upon this spot. Sinners, supplicants and yes, even scallywags hand over a few coins for a crack at redemption and a handful of grass.
 (a) shining (b) bright
 (c) sputtering (d) effulgent

- Q 29. It is *klang* to a sensitive traveller who walks through this great town, when he sees the streets, the roads, and cabin doors crowded with beggars, mostly women, followed by three, four, or six children, all in rags and importuning every passenger for alms.
 (a) amusing (b) irritating
 (c) disgusting (d) distressing

- Q 30. Or there is the most *fingummy* diplomatic note on record: when Philip of Macedon wrote to the Spartans that if he came within their borders, he would not leave one stone of their city, they wrote back the one word—'If'.
 (a) witty
 (b) rude
 (c) simple
 (d) terse cat 2005 verbal ability

ANSWERS

Q. No.	Answer						
1	(c)	2	(b)	3	(d)	4	(c)
5	(b)	6	(d)	7	(b)	8	(b)
9	(a)	10	(c)	11	(d)	12	(c)
13	(a)	14	(d)	15	(d)	16	(c)
17	(a)	18	(a)	19	(a)	20	(b)
21	(b)	22	(b)	23	(b)	24	(c)
25	(b)	26	(a)	27	(c)	28	(c)
29	(d)	30	(d)				

HINTS AND EXPLANATIONS

1. (c) Option (c) is the answer as it explains why it is more interesting with respect to the priority concept in game theory. Option (a) is too narrow in scope. Option (b) is irrelevant. Option (d) is contradictory to what is given.
2. (b) Option (b) is the answer. In all the other options there are inanimate objects involved, which do not change. Therefore, only playing chess with human beings is interesting.
3. (d) Option (d) is the answer, since statements 1, 2 and 3 are all given in the first paragraph.
4. (c) Option (c) is the answer. In the fourth paragraph it says that there is a genuine conflict when an adversary puts obstacles in the path of the detective. Option (c) mentions that the criminal is misleading the detective.
5. (b) Option (b) is the answer. E is an introductory statement about gender and class. Statements B, D and C elaborate this idea. Statement A talks of caste, which is an entirely new topic (caste and class); it cannot follow E.
6. (d) Option (d) is the answer. Statements B, C and E are linked because they all talk about that kind of Indian literature that elicits interest in the West and also that type which is ignored. Statements D and A are linked. Statement D says that other civilisations are looked at in terms of how they are different from the West. Statement A continues along similar lines of identity that is 'defined by contrast.'
7. (b) Option (b) is the answer. Statement B talks about something that emerged from the Mathematics of chance and Statistics. This should be followed by D which states the fundamental concept based on statement B. Clearly statement C follows because it is a cause-effect relation between options (b) and (c). Statement E can function as an introduction, whereas statement A takes a subjective approach and has to come at the end.
8. (b) Option (b) is the answer. 'Near friend' is incorrect usage. It should be replaced with 'a close friend.'
9. (a) Option (a) is the answer. 'Hand full' should be replaced with 'Hands full,' which is the correct idiomatic format.
10. (c) Option (c) is the answer. The word 'for' is redundant. The statement could be rephrased as 'I cannot bear to see her angry.'
11. (d) Option (d) is the answer because it brings out the hidden meaning that the global economy has suffered and is only deteriorating, and warns us of the imminent danger that lurks behind the short-lived economic prosperity. Option (a) only speaks of the prosperity, but fails to see the true meaning behind the passage. Option (b) talks

- of complacency. Complacency is not the right word to be used here; it is a neglect and over-confidence. Option (c) again speaks only of prosperity.
12. (c) Option (c) is the answer, as it is specific and to the point. This is a specific detail question. The answer can be found in the 6th paragraph.
13. (a) Option (a) is the answer because the passage specifically gives us reasons to doubt the supposed prosperity evident in both the ages of globalization. Option (b) is far-fetched. Option (c) becomes specific to oil prices in relation to global power, and statement 4 is extreme where a crisis would necessarily follow, and we do not have enough information to make such an assumption.
14. (d) Option (d) is the answer, which can be inferred from the second paragraph. Statement 1, 2 and 3 are far-fetched, and therefore, inappropriate.
15. (d) Option (d) is the answer. Option (a) mentions logic is the only way through which reality can be constructed. This contradicts the passage. Option (b) has not been mentioned at all in the entire passage. Option (c) states the belief of logo-centrism, which is different from Derrida's point of view. Therefore, this too is irrelevant to the question.
16. (c) Option (c) is the answer. Refer to paragraph 1. Options (a), (b) and (d) are provided throughout the paragraph.
17. (a) Option (a) is the answer which can be found in the second paragraph.
18. (a) Option (a) is the answer. It is derived from the last paragraph of the passage. The entire paragraph talks about the meaning of the text, which is never fixed and is always changing, according to the reader. The only clear clue is in the 3rd line of the paragraph.
19. (a) Option (a) is the answer. The paragraph, in the beginning, highlights the main points of difference between Sudoku and a crossword. Therefore, we are looking for a contrast, which is not present in options (b) and (d). Option (c) is too specific, which is why we pick Option (a).
20. (b) Option (b) is the answer. The paragraph begins by pointing out the difficulties of the expert individual. Towards the end it mentions a compromise that organizations come up with, which is the setting up of teams of people who get along. Hence a sentence that follows would be a conclusion of sorts, which is present in options (a), (b) and (c). Option (c) can be eliminated, as the experts are already considered elitists. Also, we have no reason to believe that such a measure would bring about disastrous results. Hence, option (a) can be eliminated. However, mediocrity is an outcome that can be expected, which is why we pick Option (b) as the answer.
21. (b) Option (b) is the answer. Federer made a very humble statement, so 2 is the most appropriate. 3 is clearly wrong as he said that he is the best of this generation.
22. (b) It is the most appropriate choice. Option (c) is wrong as ours is not the first generation to deal with the crisis, others have also dealt with it. 2 is correct as we might be the first generation to succeed. 1 does not make any sense. 4 is wrong as success was not illusory earlier as well.
23. (b) Option (b) is the answer. Statement B should say 'As THE project...'. Statement C should be '... plurality with A single-minded focus.'
24. (c) Option (c) is the answer. B is wrong as chlorine and bromine (chemicals) can not be blamed but held responsible. C is wrong because of the wrong usage of the adjective offending with chemicals.
25. (b) Option (b) is the answer. Statement B should be 'rarely HAS the economic...' and 'has' should be deleted from its existing position in the statement. Statement C should begin with the definite article 'THE.' Also, it should be 'NOR change the game...'
26. (a) Option (a) is the answer. In statement B, 'their treatment' should be replaced with 'the treatment meted out to them,' as we are talking about the way people treat animals. In statement C, 'in 1820s' is incorrect usage; either use 'in THE 1820s' or 'in 1820.'
27. (c) Option (c) is the answer. Refer to the word 'proponents,' which means a person advocating a motion, theory or proposal. To resurrect would mean to revive something. The proponents have revived a 19th century explanation and provided further details. Option (a) has a negative connotation. Option (b) is irrelevant since the theory has already been established. Finally, option (d) indicates doubt.

4.56 □ CAT Papers

28. (c) Option (c) is the answer. In the opening line of the first sentence, the tone (i.e., negative) of blunk oil lamps is similar to lamp fodder (useless). So it can not mean shining, bright or effulgent (shining) and the correct option is sputtering (burning or working in and uneven way).
29. (d) Option (d) is the answer. Refer to the phrase 'sensitive traveller,' which implies that the traveller is saddened and uneasy with the prevailing situation. Amusing is irrelevant to the context.

Irritating and disgusting would indicate impatience and annoyance, which is not conveyed in the passage.

30. (d) Option (d) is the answer. Here, the passage ends with a single word 'If,' indicating the concise nature of the note. Hence 'terse' which means brief, abrupt and curt, is the right answer. Witty has an element of humour accompanied by intelligence. Rude implies something offensive, which contradicts the 'diplomatic note.' Simple is too vague.

CAT 2006

5

ABOUT THE TEST

1. Read the instructions carefully before attempting the questions
 2. Do your rough work on Test Booklet and not on the Answer Sheet
 3. Total Questions = 25
 4. There is negative marking

Direction for questions 1 to 5: Each question has a set of four sequentially ordered statements. Each statement can be classified as one of the Fact, Judgement or Inference. From the given set of five options chose the one which best expresses the four statements.

- Facts, which deals with pieces of information that one has heard, seen or read, and which are open to discovery or verification (the answer option indicates such a statement with a “F”).
 - Inferences, which are conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an “I”).
 - Judgements, which are opinions that imply approval or disapproval of persons, objects, situations and occurrences in the past, the present or the future (the answer option indicates such a statement with a “J”).

- Q 1. A. So much of our day-to-day focus seems to be on getting things done, trudging our way through the tasks of living—it can feel like a treadmill that gets you nowhere; where is the child-like joy?

B. We are not doing the things that make us happy; that which brings us joy; the things that we cannot wait to do because we enjoy them so much.

- C. This is the stuff that joyful living is made of—identifying your calling and committing yourself wholeheartedly to it.
 - D. When this happens, each moment becomes a celebration of you; there is a rush of energy that comes with feeling completely immersed in doing what you love most.

- Q 2. A. Given the poor quality of service in the public sector, the HIV/AIDS affected should be switching to private initiatives that supply Anti-Retroviral drugs (ARVs) at a low cost.

B. The government has been supplying free drugs since 2004, and 35,000 have benefited up to now—though the size of the affected population is 150 times this number.

C. The recent initiatives of networks and companies like AIDS Care Network, Emcure, Reliance-Cipla-CII, would lead to availability of much needed drugs to a larger number of affected people.

- D. But how ironic it is that we should face a perennial shortage of drugs when India is one of the world's largest suppliers of generic drugs to the developing world.

- Q 3. A. According to all statistical indications, the *Sarva Shiksha Abhiyan* has managed to keep pace with its ambitious goals.

- B. The Mid-day Meal Scheme has been a significant incentive for the poor to send their little ones to school, thus establishing the vital link between healthy bodies and healthy minds.

- C. Only about 13 million children in the age group of 6 to 14 years are out of school.
 - D. The goal of universalization of elementary education has to be a pre-requisite for the evolution and development of our country.

- Q 4. A. We should not be hopelessly addicted to an erroneous belief that corruption in India is caused by the crookedness of Indians.

- B. The truth is that we have more red tape—we take eighty-nine days to start a small business, Australians take two.

- C. Red tape leads to corruption and distorts a people's character.

- D. Every red tape procedure is a point of contact with an official, and such contacts have the potential to become opportunities for money to change hands.

- Q 5. A. Inequitable distribution of all kinds of resources is certainly one of the strongest and most sinister sources of conflict.

- B. Even without war, we know that conflicts continue to trouble us—they only change in character.

- C. Extensive disarmament is the only insurance for our future; imagine the amount of resources that can be released and redeployed.

- D. The economies of the industrialized western world derive 20 per cent of their income from the sale of all kinds of arms.

Direction for questions 6 to 10: *Each of the following questions 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.*

- Q 6. I am sometimes attacked for imposing ‘rules’. Nothing could be further from the truth. I hate rules. All I do is report on how consumers react to different stimuli. I may say to a copywriter, — “Research shows that commercials with celebrities are below average in persuading people to buy products. Are you sure you want to use a celebrity?”. Call that a rule? Or I may say to an art director, “Research suggests that if you set the copy in black type on a white background, more people will read it than if you set it in white type on a black background.”

- (a) Guidance based on applied research can hardly qualify as 'rules'.
 - (b) Thus, all my so-called 'rules' are rooted in applied research.
 - (c) A suggestion perhaps, but scarcely a rule.
 - (d) Such principles are unavoidable if one wants to be systematic about consumer behaviour.

- Q 7. Relations between the factory and the dealer are distant and usually strained as the factory tries to force cars on the dealers to smooth out production. Relations between the dealer and the customer are equally strained because dealers continuously adjust prices to make deals to adjust demand with supply while maximizing profits. This becomes a system marked by a lack of long-term commitment on either side, which maximizes feelings of mistrust. In order to maximize their bargaining positions, everyone holds back information: the dealer about the product and the consumer about his true desires.

- (a) As a result, 'deal making' becomes rampant, without concern for customer satisfaction.
 - (b) As a result, inefficiencies creep into the supply chain.
 - (c) As a result, everyone treats the other as an adversary, rather than as an ally.
 - (d) As a result, everyone loses in the long run.

- Q 8. In the evolving world order, the comparative advantage of the United States lies in its military force. Diplomacy and international law have always been regarded as annoying encumbrances, unless they can be used to advantage against an enemy. Every active player in world affairs professes to seek only peace and to prefer negotiation to

violence and coercion.

- (a) However, diplomacy has often been used as a mask by nations which intended to use force.
- (b) However, when the veil is lifted, we commonly see that diplomacy is understood as a disguise for the rule of force.
- (c) However, History has shown that many of these nations do not practice what they profess.
- (d) However, History tells us that peace is professed by those who intend to use violence.

Q 9. Age has a curvilinear relationship with the exploitation of opportunity. Initially, age will increase the likelihood that a person will exploit an entrepreneurial opportunity because people gather much of the knowledge necessary to exploit opportunities over the course of their lives, and because age provides credibility in transmitting that information to others. However, as people become older, their willingness to bear risks declines, their opportunity costs rise, and they become less receptive to new information.

- (a) As a result, people transmit more information rather than experiment with new ideas as they reach an advanced age.
- (b) As a result, people are reluctant to experiment with new ideas as they reach an advanced age.
- (c) As a result, only people with lower opportunity costs exploit opportunity when they reach an advanced age.
- (d) As a result, people become reluctant to exploit entrepreneurial opportunities when they reach an advanced age.

Q 10. We can usefully think of theoretical models as maps, which help us navigate unfamiliar territory. The most accurate map that it is possible to construct would be of no practical use whatsoever, for it would be an exact replica, on exactly the same scale, of the place where we were. Good maps pull out the most important features and throw away a huge amount of much less valuable information. Of course, maps can be bad as well as good witness the attempts by medieval Europe to produce a map of the world. In the same way, a bad theory, no matter how impressive it may seem in principle, does little or nothing to help us understand a problem.

- (a) But good theories, just like good maps, are invaluable, even if they are simplified.
- (b) But good theories, just like good maps, will never represent unfamiliar concepts in detail.
- (c) But good theories, just like good maps,

need to balance detail and feasibility of representation.

- (d) But good theories, just like good maps, are accurate only at a certain level of abstraction.

Direction 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.*

PASSAGE 1

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 continentwide 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 party.

Around 10 million Congolese died as a result of Belgian forced labour 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.

Q 11. 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.

Q 12. 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) Idealizing 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.

Q 13. 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) neutralize the arguments of Mr Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.

Q 14. 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.

- Q 15. Which of the following cannot be inferred as a compelling reason for the silence of the Council of Europe on colonial atrocities?
- The Council of Europe being dominated by erstwhile colonialists.
 - Generating support for condemning communist ideology.
 - Unwillingness to antagonize allies by raking up an embarrassing past.
 - Greater value seemingly placed on European lives.

Direction for questions 16 to 20: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

PASSAGE 2

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 favour 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.

Q 16. A just society, as conceptualized in the passage, can be best described as:

- An Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.
- A hypothetical society in which people agree upon principles of justice which are fair.
- A society in which principles of justice are not based on the existing positions and powers of the individuals.
- A society in which principles of justice are fair to all.

4.62 □ CAT Papers

Q 17. 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.

Q 18. 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.

Q 19. 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.

Q 20. 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.

Direction for questions 21 to 25: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

PASSAGE 3

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 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.

Q 21. 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.

Q 22. According to the passage, the role of a dogmatic attitude or dogmatic behaviour in the development of science is

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

Q 23. 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.

Q 24. 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 centred on an analysis of anomalies and “noise”.
- (c) A critical attitude leads to questioning everything, and in the process generates “noise” without any conviction.
- (d) A critical attitude leads to questioning and to tentative hypotheses.

Q 25. 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.

ANSWERS

Q. No.	Answer						
1	(d)	2	(a)	3	(c)	4	(d)
5	(b)	6	(c)	7	(d)	8	(b)
9	(d)	10	(a)	11	(c)	12	(b)
13	(d)	14	(a)	15	(d)	16	(c)
17	(a)	18	(d)	19	(b)	20	(d)
21	(b)	22	(a)	23	(d)	24	(d)
25	(c)						

HINTS AND EXPLANATIONS

1. (d) This is a very tricky one but as we can see there is no statement that can be called a fact, so we eliminate (b), (c) and (d). Also we can see that (a), (b) and (c) are not conclusions based on any fact given as there are simply no facts presented. This eliminates (d). So it is a set of four judgments. Thus, option (d) is the answer.
2. (a) Here statement 2 is a fact, so option (b) is out. Now, statement 1 is a judgement because of the use of the words 'should be' in the first statement, so options (c) and (d) are out. Now the last statement can either be fact or a judgement. But we can see that none of the option ends with an 'F'. Thus, option (a) is the answer.
3. (c) Here statement 1 is surely an inference as it is a conclusion based on known facts and 3 is a fact. This eliminates (b) and (d). Also statement 4 is a judgment as it is simply an opinion, ruling out (d). Also, statement (b), which can be taken to be an inference by a lot many, is, indeed a judgment as there is no reason presented here as to why this is happening. So in the absence of sufficient, this statement should be considered a 'judgement'. Thus, option (c) is the answer.
4. (d) Here 1 and 3 are judgments—these are opinions on 'not so firm evidence'—as given in the question and 2 is a fact. This eliminates (a) and (d). The last statement can either be an inference or a judgement, which eliminates option (c). Now, there is contention between the 2nd option and the 5th option. The 4th statement cannot be a judgement because it is not an approval or a disapproval of anything. It is just a opinion based on the something known (the second part of the sentence). Hence, Thus, option (d) is the answer.
5. (b) The first statement uses words like, 'certainly' and 'most sinister'. Such strong modifiers are clear indicators of a judgment. Statement 2 is a little difficult to classify at first glance, but we can see a cause-effect relationship in the statement 'Even without war' can be written as 'Even if there is no war'. Hence the statement means. 'Even if there is no war, we know that.....'. Hence, the second statement is an Inference. The third statement is a Judgment because of the use of the word 'only', a non-verifiable modifier in the context of the statement. The fourth statement is clearly a categorically stated fact.
6. (c) Options (a) and (b) are wrong. The phrase 'applied research', is not mentioned anywhere in the passage. Options (d) is also wrong since no mention is made of consumer behaviour. Hence, option (c) is the answer.
7. (d) Options (a), (b) are definitely wrong and not directly related to the passage. Options (c) and (d) are similar but (d) presents a more definite and logical conclusion. Hence, option (d) is the answer.

8. (b) The word ‘professes’ in the last sentence of the passage signifies a veil or mask. The best option to use this concept is (b). Hence, option (b) is the answer.
9. (d) Options (a) and (b) use the phrase ‘ideas’, which is not mentioned in the passage. The passage mainly discusses ‘opportunities’, which is not the same as ‘ideas’. (c) and (d) discuss alternatives. The only option that can directly follow is (c). Hence, option (d) is the answer.
10. (a) All the options are similar but indirectly agree with the passage. Only option (a) is a logical follow up of the previous statement. Hence, option (a) is the answer.
15. (d) We need to find out which of the options cannot be inferred as a reason for the silence of the Council of Europe on colonial atrocities. Options (a), (b), (c) and (d) can all be inferred from the passage. The Council being dominated by erstwhile colonialists, generating support to condemn communist ideology, it is unwillingness to antagonize allies and comparing communism to Nazism are all statements that can be inferred from the passage. Hence, option (d) is the answer.
16. (c) Refer to paragraph 3, especially the last two sentences. According to the author, a just society is one in which no one is privileged over the others. This is what is stated in option (c). The two similar options (a) and (d) can be negated on the basis that they go too far in calling the said society ‘hypothetical’ or a ‘Utopia’. Hence, option (c) is the answer.
17. (a) Refer to paragraph 2. The author’s conception of a just society involves a hypothetical situation in which all participants are equal and agree on the principles of justice among themselves. This idea is present only in (a). Hence, option (a) is the answer.
18. (d) From the passage we understand that the phrase ‘veil of ignorance’, denotes a situation in which the people who derive the principles of justice in their society are completely ignorant about their place in society or even their own individual abilities. This kind of full-scale ignorance can be possible only in the situation described in (d). Hence, option (d) is the answer.
20. (d) Option (d) captures the essence of justice as explained in the passage, as in this situation children are provided with an equal start and equal opportunities in life. Hence, option (d) is the answer.
21. (b) Refer to paragraph 3, the last sentence. Dogmatic beliefs are the raw material for the critical attitude. Also refer to the previous sentence – the critical attitude is ‘superimposed’ upon the dogmatic attitude. This relationship is found only in Option (b). Hence, option (b) is the answer.
22. (a) Refer to paragraph 3, the last two sentences. Dogmatic behaviour provides the ‘raw material’ for the critical attitude. So it is clearly ‘critical and important’ for critical attitude. Hence, option (a) is the answer.
23. (d) Options (a), (b) and (d) are clearly out of context since there is no data in the passage to support these options. Options (c) is close. The passage has not provided us, with the information as given in (c) and neither is there any basis for inferring it. The author seems more intent on drawing an analogy in terms of stages of evolution (Second para, “the strength of a belief should be a product of repetition; thus it should always grow with experience”). Hence, option (d) is the answer.
24. (d) Last paragraph gives the wide ranging conclusion that a critical attitude leads to the point where ALL theories are tentative. Hence, option (d) is the answer.
25. (c) Refer to paragraph 3. The author identifies the critical attitude with the scientific attitude and the dogmatic with the pseudo-scientific. The critical attitude is even willing to falsify its own beliefs whereas the dogmatic one goes out of its way to confirm its beliefs. Hence, option (c) is the answer.

This page is intentionally left blank

CAT 2007

A large blue hexagonal shape containing the white number '6'.

ABOUT THE TEST

1. Read the instructions carefully before attempting the questions
2. Do your rough work on Test Booklet and not on the Answer Sheet
3. Total Questions = 25
4. There is negative marking

Direction for questions 1 to 3: The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.

PASSAGE 1

The difficulties historians face in establishing cause-and-effect relations in the history of human societies (are broadly similar to the difficulties facing astronomers, climatologists, ecologists, evolutionary biologists, geologists, and palaeontologists. To varying degrees each of these fields is plagued by the impossibility of performing replicated, controlled experimental interventions, the complexity arising from enormous numbers of variables, the resulting uniqueness of each system, the consequent impossibility of formulating universal laws, and the difficulties of predicting emergent properties and future behaviour. Prediction in history, as in other historical sciences, is most feasible on large spatial scales and over long times, when the unique features of millions of small-scale brief events become averaged out. Just as I could predict the sex ratio of the next 1,000 newborns but not the sexes of my own two children, the historian can recognize factors

that made inevitable the broad outcome of the collision between American and Eurasian societies after 13,000 years of separate developments, but not the outcome of the 1960 US presidential election. The details of which candidate said what during a single televised debate in October 1960 could have given the electoral victory to Nixon instead of to Kennedy, but no details of who said what could have blocked the European conquest of Native Americans.

How can students of human history profit from the experience of scientists in other historical sciences? A methodology that has proved useful involves the comparative method and so-called natural experiments. While neither astronomers studying galaxy formation nor human historians can manipulate their systems in controlled laboratory experiments, they both can take advantage of natural experiments, by comparing systems differing in the presence (or in the strong or weak effect) of some putative causative factor. For example, epidemiologists, forbidden to feed large amounts of salt to people experimentally, have still been able to identify effects of high salt intake by comparing groups of humans who already differ greatly in their salt intake by comparing groups of humans who already

4.68 □ CAT Papers

differ greatly in their salt intake; and cultural anthropologists, unable to provide human groups experimentally with varying resource abundances for many centuries, still study long-term effects of resource abundance on human societies by comparing recent Polynesian populations living on islands differing naturally in resource abundance.

The student of human history can draw on many more natural experiments than just comparisons among the five inhabited continents. Comparisons can also utilize large islands that have developed complex societies in a considerable degree of isolation (such as Japan, Madagascar, Native American Hispaniola, New Guinea, Hawaii, and many others), as well as societies on hundreds of smaller islands and regional societies within each of the continents. Natural experiments in any field whether in ecology or human history, are inherently open to potential methodological criticisms. Those include confounding effects of natural variation in additional variables besides the one of interest, as well as problems in inferring chains of causation from observed correlations between variables. Such methodological problems have been discussed in great detail for some of the historical sciences. In particular, epidemiology, the science of drawing inferences about human diseases by comparing groups of people (often by retrospective historical studies), has for a long time successfully employed formalized procedures for dealing with problems similar to those facing historians of human societies.

In short, I acknowledge that it is much more difficult to understand human history than to understand problems in fields of science where history is unimportant and where fewer individual variables operate. Nevertheless, successful methodologies for analyzing historical problems have been worked out in several fields. As a result, the histories of dinosaurs, nebulae, and glaciers are generally acknowledged to belong to fields of science rather than to the humanities.

Q 1. Why do islands with considerable degree of isolation provide valuable insights into human history?

- (a) Isolated islands may evolve differently and this difference is of interest to us.
- (b) Isolated islands increase the number of observations available to historians.
- (c) Isolated islands, differing in their endowments and size may evolve differently and this difference can be attributed to their endowments and size.
- (d) Isolated islands, differing in their endowments and size, provide a good comparison to large

islands such as Eurasia, Africa, Americas and Australia.

Q 2. According to the author, why is prediction difficult in history?

- (a) Historical explanations are usually broad so that no prediction is possible.
- (b) Historical outcomes depend upon a large number of factors and hence prediction is difficult for each case.
- (c) Historical sciences, by their very nature, are not interested in a multitude of minor factors, which might be important in a specific historical outcome.
- (d) Historians are interested in evolution of human history and hence are only interested in long-term predictions.

Q 3. According to the author, which of the following statements would be true?

- (a) Students of history are missing significant opportunities by not conducting any natural experiments.
- (b) Students of history are missing significant opportunities by not studying an adequate variety of natural experiments.
- (c) Complex societies inhabiting large islands provide great opportunities for natural experiments.
- (d) A unique problem faced by historians is their inability to establish cause and effect relationships.

Direction for questions 4 to 7: *In each question, there are five sentences/paragraphs. The sentence/paragraph labelled A is in its correct place. The four that follow are labelled B, C, D and E, and need to be arranged in the logical order to form a coherent paragraph/passage. From the given options, choose the most appropriate option.*

Q 4. A. In America, highly educated women, who are in stronger position in the labour market than less qualified ones, have higher rates of marriage than other groups.

- B.** Some work supports the Becker thesis, and some appears to contradict it.
- C.** And, as with crime, it is equally inconclusive.
- D.** But regardless of the conclusion of any particular piece of work, it is hard to establish convincing connections between family changes and economic factors using conventional approaches.

- E. Indeed, just as with crime, an enormous academic literature exists on the validity of the pure economic approach to the evolution of family structures.

- Q 5. A. Personal experience of mothering and motherhood are largely framed in relation to two discernible or “official” discourses: the “medical discourse and natural childbirth discourse”. Both of these tend to focus on the “optimistic stories” of birth and mothering and underpin stereotypes of the “good mother”.

- B. At the same time, the need for medical expert guidance is also a feature for contemporary reproduction and motherhood. But constructions of good mothering have not always been so conceived and in different contexts may exist in parallel to other equally dominant discourses.

- C. Similarly, historical work has shown, how what are now taken-for-granted aspects of reproduction and mothering practices result from contemporary “pseudoscientific directives” and “managed constructs”. These changes have led to a reframing of modern discourses that pattern pregnancy and motherhood leading to an acceptance of the need for greater expert management.

- D. The contrasting, overlapping, and ambiguous strands within these frameworks focus to varying degrees on a woman's biological tie to her child and predisposition to instinctively know and be able to care for her child.

- E. In addition, a third, “unofficial popular discourse” comprising “old wives” tales and based on maternal experiences of childbirth has also been noted. These discourses have also been acknowledged in work exploring the experiences of those who apparently do not “conform” to conventional stereotypes of the “good mother”.

- Q 6. A. Indonesia has experienced dramatic shifts in its formal governance arrangements since the fall of President Soeharto and the close of his centralized, authoritarian “New Order” regime in 1997.

- B. The political system has taken its place in the nearly 10 years since Reforms began. It has

featured the active contest for political office among a proliferation of parties at central, provincial and district levels; direct elections for the presidency (since 2004); and radical changes in centre-local government relations towards administrative, fiscal, and political decentralization.

- C. The mass media, once tidily under Soeharto's thumb, has experienced significant liberalization, as has the legal basis for non-governmental organizations, including many dedicated to such controversial issues as corruption control and human rights.
 - D. Such developments are seen optimistically by a number of donors and some external analysts, who interpret them as signs of Indonesia's political normalization.
 - E. A different group of analysts paint a picture in which the institutional forms have changed, but power relations have not. Vedi Hadiz argues that Indonesia's, 'democratic transition' has been anything but linear.
 - (a) BDEC
 - (b) CBDE
 - (c) CEBD
 - (d) DEBC

- Q 7. A. I had six thousand acres of land, and had thus got much spare land besides the coffee plantation. Part of the farm was native forest, and about one thousand acres were squatters' land, what the Kikuyu called their shambas.

- B. The squatters' land was more intensely alive than, the rest of the farm, and was changing with the seasons the year round. The maize grew up higher than your head as you walked on the narrow hard-trampled footpaths in-between the tall green rustling regiments.

- C. The squatters are Natives, who with their families hold a few acres on a white man's farm, and in return have to work for him a certain number of days in the year. My squatters, I think, saw the relationship in a different light, for many of them were born on the farm, and their fathers before them, and they very likely regarded me as a sort of superior squatter on their estates.

- D. The Kikuyu also grew the sweet potatoes that have a vine like leaf and spread over the ground like a dense entangled mat, and many varieties of big yellow and green speckled pumpkins.

Direction for questions 8 to 10: *The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.*

PASSAGE 2

To discover the relation between rules, paradigms, and normal science, consider first how the historian isolates the particular *loci* of commitment that have been described as accepted rules. Close historical investigation of a given specialty at a given time discloses a set of recurrent and quasi-standard illustrations of various theories in their conceptual, observational, and instrumental applications. These are the community's paradigms, revealed in its textbooks, lectures, and laboratory exercises. By studying them and by practicing with them, the members of the corresponding community learn their trade. The historian, of course, will discover in addition a penumbra area occupied by achievements whose status is still in doubt, but the core of solved problems and techniques will usually be clear. Despite occasional ambiguities, the paradigms of a mature scientific community can be determined with relative ease.

That demands a second step and one of a somewhat different kind. When undertaking it, the historian must compare the community's paradigms with each other and with its current research reports. In doing so, his object is to discover what isolable elements, explicit or implicit, the members of that community may have abstracted from their more global paradigm and deploy it as rules in their research. Anyone who has attempted to describe or analyze the evolution of a particular scientific tradition will necessarily have sought accepted principles and rules of this sort. Almost certainly, he will have met with at least partial success. But, if his experience has been at all like my own, he will have found the search for rules both more difficult and less satisfying than the search for paradigms. Some of the generalizations he employs to describe the community's shared beliefs will present more problems. Others, however, will seem a shade too strong. Phrased in just that way, or in any other way he can imagine, they would almost certainly have been rejected by some members of the group he studies. Nevertheless, if the coherence of the research tradition is to be understood in terms of

rules, some specification of common ground in the corresponding area is needed. As a result, the search for a body of rules competent to constitute a given normal research tradition becomes a source of continual and deep frustration.

Recognizing that frustration, however, makes it possible to diagnose its source. Scientists can agree that Newton, Lavoisier, Maxwell, or Einstein has produced an apparently permanent solution to a group of outstanding problems and still disagree, sometimes without being aware of it, about the particular abstract characteristics that make those solutions permanent. They can, that is, agree in their identification of a paradigm without agreeing on, or even attempting to produce, a full interpretation or rationalization of it. Lack of a standard interpretation or of a agreed reduction to rules will not prevent a paradigm from guiding research. Normal science can be determined in part by the direct inspection of paradigms, a process that is often aided by but does not depend upon the formulation of rules and assumption. Indeed, the existence of a paradigm need not even imply that any full set of rules exists.

- Q 8. What is the author attempting to illustrate through this passage?

 - (a) Relationships between rules, paradigms, and normal science.
 - (b) How a historian would isolate a particular '*loci* of commitment'.
 - (c) How a set of shared beliefs evolves into a paradigm.
 - (d) Ways of understanding a scientific tradition.

Q 9. The term '*loci* of commitment' as used in the passage would most likely *correspond* with which of the following?

 - (a) Loyalty between a group of scientists in a research laboratory.
 - (b) Loyalty between groups of scientists across research laboratories.
 - (c) Loyalty to a certain paradigm of scientific inquiry.
 - (d) Loyalty to global patterns of scientific inquiry.

Q 10. The author of this passage is likely to agree with which of the following?

 - (a) Paradigms almost entirely define a scientific tradition.
 - (b) A group of scientists investigating a phenomenon would benefit by defining a set of rules.

- (c) Acceptance by the giants of a tradition is a *sine qua non* for a paradigm to emerge.
- (d) Choice of isolation mechanism determines the type of paradigm that may emerge from a tradition.

Direction for questions 11 to 13: *In each question, there are five sentences or parts of sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage. Then, choose the most appropriate option.*

- Q 11. A. When I returned to home, I began to read
 B. everything I could get my hand on about Israel.
 C. That same year Israel's Jewish Agency sent
 D. a Shaliach a sort of recruiter to Minneapolis.
 E. I became one of his most active devotees.
- (a) C and E (b) C only
 (c) E only (d) B, C and E
- Q 12. A. So once an economy is actually in recession,
 B. the authorities can, in principle, move the economy
 C. out of slump—assuming hypothetically
 D. that they know how to—by a temporary stimuli.
 E. In the longer term, however, such policies have no affect on the overall behaviour of the economy.
- (a) A, B and E (b) B, C and E
 (c) C and D (d) E only
- Q 13. A. It is sometimes told that democratic
 B. government originated in the city-states
 C. of ancient Greece. Democratic ideals have been handed to us from that time.
 D. In truth, however, this is an unhelpful assertion.
 E. The Greeks gave us the word, hence did not provide us with a model.
- (a) A, B and D (b) B, C and D
 (c) B and D (d) B only

Direction for questions 14 to 16: *The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.*

PASSAGE 3

Every civilized society lives and thrives on a silent but profound agreement as to what is to be accepted as the valid mould of experience. Civilization is a complex system of dams, dykes, and canals warding off, directing,

and articulating the influx of the surrounding fluid element; a fertile fenland, elaborately drained and protected from the high tides of chaotic, unexercised, and inarticulate experience. In such a culture, stable and sure of itself within the frontiers of 'naturalized' experience, the arts wield their creative power not so much in width as in depth. They do not create new experience, but deepen and purify the old. Their works do not differ from one another like a new horizon from a new horizon but like a madonna from a madonna.

The periods of art which are most vigorous in creative passion seem to occur when the established pattern of experience loosens its rigidity without as yet losing its force. Such a period was the Renaissance, and Shakespeare its poetic consummation. Then it was as though the discipline of the old order gave depth to the excitement of the breaking away the depth of job and tragedy, of incomparable conquests and irredeemable losses. Adventurers of experience set out as though in lifeboats to rescue and bring back to the shore treasures of knowing and feeling which the old order had left floating on the high seas. The works of the early Renaissance and the poetry of Shakespeare vibrate with the compassion for live experience in danger of dying from exposure and however, elusively, it still knew of harbours and anchors, of homes to which to return, and of barns in which to store the harvest. The exploring spirit of art was in the depths of its consciousness still aware of a scheme of things into which to fit its exploits and creations.

But the more this scheme of things loses its stability, the more boundless and uncharted appears the ocean of potential exploration. In the blank confusion of infinite potentialities flotsam of significance gets attached to jetsam of experience; for everything is sea, everything is at sea—

.... The sea is all about us;

The sea is the land's edge also, the granite

Into which it reaches, the beaches where it tosses

Its hints of earlier and other creation....

—and Rilke tells a story in which, as in T.S. Eliot's poem, it is again the sea and the distance of 'other creation' that becomes the image of the poet's reality. A rowing boat sets out on a difficult passage. The oarsmen labour in exact rhythm. There is no sign yet of the destination. Suddenly a man, seemingly idle, breaks out into song. And if the labour of the oarsmen meaninglessly defeats the real resistance of the real waves, it is the idle single who magically conquers the despair of apparent aimlessness. While the people next to him try to come to grips with the element that is next to them, his voice seems to bind the boat

4.72 □ CAT Papers

to the farthest distance so that the farthest distance draws it towards itself. I do not know why and how,' is Rilke's conclusion, 'but suddenly I understood the situation of the poet, his place and function in this age. It does not matter if one denies him every place—except this one. There one must tolerate him.'

Q 14. In the passage, the expression "like a madonna from a madonna" alludes to:

- (a) The difference arising as a consequence of artistic license.
- (b) The difference between two artistic interpretations.
- (c) The difference between 'life' and 'interpretation of life'.
- (d) The difference between 'width' and 'depth' of creative power.

Q 15. The sea and 'other creation' leads Rilke to:

- (a) Define the place of the poet in his culture.
- (b) Reflect on the role of the oarsman and the singer.
- (c) Muse on artistic labour and its aimlessness.
- (d) Delve into natural experience and real waves.

Q 16. According to the passage, the term "adventurers of experience" refers to:

- (a) Poets and artists who are driven by courage.
- (b) Poets and artists who create their own genre.
- (c) Poets and artists of the Renaissance.
- (d) Poets and artists who revitalize and enrich the past for us.

Direction for questions 17 to 19: *Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.*

Q 17. Characters are also part of deep structure. Characters tie events in a story together and provide a thread of continuity and meaning. Stories can be about individuals, groups, projects, or whole organizations, so from an organizational studies perspective, the focal actor(s) determines the level and unit of analysis used in a study. Stories of mergers and acquisitions, for example, are commonplace. In these stories whole organizations are personified as actors. But these macro-level stories usually are not told from the perspective of the macro-level participants, because whole organizations cannot narrate their experiences in the first person.

- (a) More generally, data concerning the identities and relationships of the characters in the story are required, if one is to understand role structure and social networks in which that process is embedded.
- (b) Personification of a whole organization abstracts away from the particular actors and from traditional notions of level of analysis.
- (c) The personification of a whole organization is important because stories differ depending on who is enacting various events.
- (d) Every story is told from a particular point of view, with a particular narrative voice, which is not regarded as part of the deep structure.

Q 18. Nevertheless, photographs still retain some of the magical allure that the earliest daguerreotypes inspired. As objects, our photographs have changed; they have become physically flimsier as they have become more technologically sophisticated. Daguerre produced pictures on copper plates; today many of our photographs never become tangible things, but instead remain filed away on computers and cameras, part of the digital ether that envelops the modern world. At the same time, our patience for the creation of images has also eroded. Children today are used to being tracked from birth by digital cameras and video recorders and they expect to see the results of their poses and performances instantly. The space between life as it is being lived and life as it is being displayed shrinks to a mere second.

- (a) Yet, despite these technical developments, photographs still remain powerful because they are reminders of the people and things we care about.
- (b) Images, after all, are surrogates carried into battle by a soldier or by a traveler on holiday.
- (c) Photographs, be they digital or traditional, exist to remind us of the absent, the beloved, and the dead.
- (d) In the new era of the digital image, the images also have a greater potential for fostering falsehood and trickery, perpetuating fictions that seem so real we cannot tell the difference.

Q 19. Mma Ramotswe has a detective agency in Africa, at the foot of Kgale Hill. These were its assets: a tiny white van, two desks, two chairs, a telephone, and an old typewriter. Then there was a teapot, in which Mma Ramotswe—the only private lady detective in Botswana-brewed red-bush tea. And

three mugs—one for herself, one for her secretary, and one for the client. What else does a detective agency really need? Detective agencies rely on human intuition and intelligence, both of which Mma Ramotswe had in abundance.

- (a) But there was also the view, which again would appear on no inventory.
- (b) She had an intelligent secretary too.
- (c) No inventory would ever include those, of course.
- (d) She was a good detective and a good woman.

Direction for questions 20 to 22: *The passage given ahead is followed by a set of three questions. Choose the most appropriate answer to each question.*

PASSAGE 4

Human Biology does nothing to structure human society. Age may enfeeble us all, but cultures vary considerably in the prestige and power they accord to the elderly. Giving birth is a necessary condition for being a mother, but it is not sufficient. We expect mothers to behave in maternal ways and to display appropriately maternal sentiments. We prescribe a clutch of norms or rules that govern the role of a mother. That the social role is independent of the biological base can be demonstrated by going back three sentences. Giving birth is certainly not sufficient to be a mother but, as adoption and fostering show, it is not even necessary!

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. The term 'role' is an appropriate one, because the metaphor of an actor in a play neatly expresses the rule-governed nature or scripted nature of much of social life and the sense that society is a joint production. Social life occurs only because people play their parts (and that is as true for war and conflicts as for peace and love) and those parts make sense only in the context of the overall show. The drama metaphor also reminds us of the artistic license available to the players. We can play a part straight or, as the following from J.P. Sartre conveys, we can ham it up.

Let us consider this waiter in the cafe. His movement is quick and forward, a little too precise, a little too rapid. He comes towards the patrons with a step a little too quick. He bends forward a little too eagerly; his voice, his eyes express an interest a little too solicitous for the order of

the customer. Finally, there he returns, trying to imitate in his walk the inflexible stiffness of some kind of automaton while carrying his tray with the recklessness of a tight-rope-walker....All his behaviour seems to us a game....But what is he playing? We need not watch long before we can explain it: he is playing at being a waiter in a cafe.

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. It is not enough to be evil or virtuous; we have to be seen to be evil or virtuous.

There is distinction between the roles we play and some underlying self. Here we might note that some roles are more absorbing than others. We would not be surprised by the waitress who plays the part in such a way as to signal to us that she is much more than her occupation. We would be surprised and offended by the father who played his part 'tongue in cheek'. Some roles are broader and more far-reaching than others. Describing someone as a clergyman or faith healer would say far more about that person than describing someone as a bus driver.

Q 20. What is the thematic highlight of this passage?

- (a) Human behaviour depends on biological linkages and reciprocal roles.
- (b) In the absence of reciprocal roles, biological linkages provide the mechanism for coordinating human behaviour.
- (c) Human behaviour is independent of biological linkages and reciprocal roles.
- (d) In the absence of strong biological linkages, reciprocal roles provide the mechanism for coordinating human behaviour.

Q 21. Which of the following would have been true if biological linkages structured human society?

- (a) The role of mother would have been defined through her reciprocal relationship with her children.
- (b) We would not have been offended by the father playing his role 'tongue in cheek'.
- (c) Women would have adopted and fostered children rather than giving birth to them.
- (d) Even if warlords were physically weaker than their followers, they would still dominate them.

Q 22. It has been claimed in the passage that "some roles are more absorbing than others". According to the passage, which of the following seem(s) appropriate reason(s) for such a claim?

- A. Some roles carry great expectations from the society preventing manifestation of the true self.
 - B. Society ascribes so much importance to some roles that the conception of self may get aligned with the roles being performed.
 - C. Some roles require development of skill and expertise leaving little time for manifestation of self.
 - (a) A only
 - (b) B only
 - (c) C only
 - (d) A and B

Direction for questions 23 to 25: *In each question, there are four sentences. Each sentence has pairs of words/phrases that are italicized and highlighted. From the italicized and highlighted word(s)/phrase(s), select the most appropriate word(s)/phrase(s) to form correct sentences. Then, from the options given, choose the best one.*

- Q 23. The cricket council that **was** [A]/**were** [B] elected last March **is** [A]/**are** [B] at sixes and sevens over new rules.

The critics **censored** [A]/**censured** [B] the new movie because of its social unacceptability.

Amit's explanation for missing the meeting was **credulous** [A] / **credible** [B].

She coughed *discreetly* [A]/*discretely* [B] to announce her presence.

ANSWERS

Q. No.	Answer						
1	(b)	2	(c)	3	(b)	4	(a)
5	(c)	6	(a)	7	(d)	8	(b)
9	(b)	10	(c)	11	(c)	12	(c)
13	(b)	14	(c)	15	(d)	16	(b)
17	(d)	18	(d)	19	(c)	20	(b)
21	(c)	22	(a)	23	(b)	24	(b)
25	(d)						

HINTS AND EXPLANATIONS

- (b) Islands with considerable degree of isolation provide valuable insights as a society has developed despite of all geographical disadvantages. And option number 4 depicts the same idea that "... differing in their... Australia" although it has used the name of five continents which is not mentioned in the paragraph but the number is mentioned.
- (c) The answer is explicitly given in 3rd, 4th & 5th line of the first paragraph.
- (b) Options (a) and (c) can be eliminated since the author has not stated anything regarding what the students of history are doing. He has only stated as to what can be effectively done. Option (d) is wrong because of the word 'unique'. Option (b) can be inferred from the first half of the last paragraph.
- (a) CD is a clear connection. Statement A talks of highly educated women being in stronger position in the labour market and having higher rates of marriage. This is conveniently followed by E stating "Indeed, just as crime....economic approach to the evolution of family structures". This is followed by B stating "some works support..." CD is a link with "And, as with crime...". But regardless of the conclusion..." Answer is EBCD.
- (c) A states "personal experience..." and this is ideally followed by E which states "In addition..." and then this is verified by D which states "the contrasting..." CB is a clue as C talk of contemporary and modern discourses and B continues with may exist in parallel to other equally dominant discourses. Answer is EDBC.
- (a) Statement A starts with Indonesia experiencing dramatic shifts after Soeharto. The main clue in the question was use of Reformasi which is deduced to be a paper. So B has to come after C which talks of the mass media...Also DE is connected as D talks of the view points of donors and external analysts followed by E which talks of the scepticism of a different group of analysts. So with CB and DE, we get (b) as the option. Answer is CBDE.
- (d) AC and BED were clues. Since A talks about the author's land being occupied by Squatters and C continues by explaining who the squatters were. Statement talks about maize being grown by the squatters and E continues with the cultivation of the maize and D ends with The Kikuyu also growing sweet potatoes and pumpkins. Answer is CBED.
- (b) Option (a). The passage traces the relationship between rules, paradigms and normal sciences

4.76 □ CAT Papers

- in the three paragraphs given. Although Option (c) might look to be close but since the author does end with normal science with regards to paradigms, we can safely take Option (a) as our answer.
9. (b) As evident from the 1st paragraph, the author states in the last line that...“mature scientific community...”
10. (c) Option (a) can be disregarded as paradigms help in defining a scientific tradition and themselves do not define them. Option (b) can be eliminated as rules existing has been negated by the author in the last paragraph. Option (c) is also negated in the last paragraph. Option (d) does not connect to the passage at all.
11. (c) A is incorrect because “returned to” is wrong. We can simply say returned home. B is the case of redundancy. On and about used together is incorrect. Then, “The same” should be there instead of “that same”. D is wrong; we need a comma after ‘a Shaliach’. Answer is E only.
12. (c) A seems to be correct but since the answer options do not include A in them, we are forced to choose the only appropriate one, i.e., B only. C is incorrect, hyphen is not required. Instead, Semi-colon should be used. D is incorrect, because hyphen is not required and can be rewritten as how to go by a temporary stimulus. In statement E, we need to use effect (a change which is a result or consequence of an action or other cause) and not Affect (have an effect on; make a difference to). Answer is B only.
13. (b) In statement A the word “democratic” should be preceded by an article “the” .In statement C, the phrase “...have been handed...” should be replaced by “...have been handed over...”. In statement E is explicitly incorrect. Answer is B and D.
14. (c) The paragraph in the last line is trying to generate an idea of personification. From the last 3 lines of the paragraph we can understand, that it's tough to give macro level stories from the perspective of the macro level participants. So its textual device we use to make it more comprehensible.
15. (d) The answer is in the last paragraph, where the poet uses the term “other creations” and in the third line it is given that: There is no sign of the destination. And then some example follow it explaining the same.
16. (b) In the second paragraph, the line between “Such a period..... genius of the age”. Gives the answer to the question.
17. (d) The paragraph in the last line is trying to generate an idea of personification. From the last 3 lines of the paragraph we can understand, that its tough to give macro level stories from the perspective of the macro level participants. So its textual device we use to make it more comprehensible.
18. (d) Answer is Yet, despite these technical developments, photographs still remain powerful because they are reminders of the people and things we care about.
19. (c) No inventory would ever include those, of course, as per the source.
20. (b) The author has stated throughout the passage what defines behaviour in society and has also given a direct clue in the second paragraph. The rest of the options are negated in the passage.
21. (c) As clearly stated in the para mentioning roles, the opposite of how we would react if a father acted in a such a manner.
22. (a) The complete tone of the passage is about the same phrase, according to which the “self” of a person gets so mixed or aligned with the occupation that the occupation becomes the “self”. The examples of clergy man/bus driver represent the same idea and hence the right answer is: B only.
23. (b) The correct usage of the sentences has both a grammatical component and a word usage component as well. The cricket council will take singular so we will ‘choose’ was and continue the same with the helping verb is. The critics will censure as it means criticize and not censor which means cut or delete. Amit’s explanation was credible which means believable or plausible and not credulous which means gullible. She coughed discreetly which means doing something in a careful or circumspect manner and not discrete which means individually distinct and separate. Answer is AABBA.
24. (b) The further meaning extent or degree and not farther meaning distance he pushed himself.... For the crowds it was more of a historic (important, significant) event and not historical (documented, ancient). The old man has a healthy distrust (regard with suspicion) for all new technology and not mistrust (lack of trust,

mistrust also takes a 'of' and not for). The film is based on a true (in accordance to fact or reality) and not real (actual, existent). One suspects that the compliment (flattering remark, praise) and not complement (accessory, supplement) was backhanded. Answer is ABABA.

25. (d) Regretfully (in a regretful manner) I have to decline your invitation and not regrettably (giving rise to regret, undesirable). I am drawn to the

poetic, sensuous (aesthetic, lush) quality of her paintings and not sensual (physical, passionate). He was beside himself (beside oneself means overcome with) with rage and not besides (in addition to, apart). After brushing against a stationary (not moving) truck.. and not stationery (writing wares). As the water began to rise above (extending upwards towards) the danger mark.. and not over (extending directly upwards from). Answer is BBBAB.

This page is intentionally left blank

CAT 2008



ABOUT THE TEST

1. Read the instructions carefully before attempting the questions
 2. Do your rough work on Test Booklet and not on the Answer Sheet
 3. Total Questions = 40
 4. There is negative marking

Direction for questions 1 to 4: In each of the following questions, there are sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is correct in terms of grammar and usage (including spelling, punctuation and logical consistency). Then, choose the most appropriate option.

Q 13. The genocides in Bosnia and Rwanda, apart from being mis-described in the most sinister and _____ manner as 'ethnic cleansing', were also blamed, in further hand-washing rhetoric, on something dark and interior to _____ and perpetrators alike.

- (a) innovative; communicator
- (b) enchanting; leaders
- (c) disingenuous; victims
- (d) exigent; exploiters

Q 14. As navigators, calendar makers, and other _____ of the night sky accumulated evidence to the contrary, ancient astronomers were forced _____ that certain bodies might move in circles about points, which in turn moved in circles about the earth.

- (a) scrutinizers; believe
- (b) observers; agree
- (c) scrutinizers; suggest
- (d) observers; concede

Q 15. Every human being, after the first few days of his life, is a product of two factors: on the one hand, there is his _____ endowment; and on the other hand, there is the effect of environment, including _____.

- (a) constitutional; weather
- (b) congenital; education
- (c) personal; climate
- (d) genetic; pedagogy

Q 16. Exhaustion of natural resources, destruction of individual initiative by governments, control over men's minds by central _____ of education and propaganda are some of the major evils which appear to be on the increase as a result of the impact of science upon minds suited by _____ to an earlier kind of world.

- (a) tenets; fixation
- (b) aspects; inhibitions
- (c) institutions; inhibitions
- (d) organs; tradition

Direction for questions 17 to 20: *Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.*

Q 17. Most people at their first consultation take a furtive look at the surgeon's hands in the hope of reassurance. Prospective patients look for delicacy, sensitivity, steadiness, perhaps unblemished pallor. On this basis, Henry Perowne loses a number of

cases each year. Generally, he knows it is about to happen before the patient does: the downward glance repeated, the prepared questions beginning to falter, the overemphatic thanks during the retreat to the door.

- (a) Other people do not communicate due to their poor observation.
- (b) Other patients do not like what they see but are ignorant of their right to go elsewhere.
- (c) But Perowne himself is not concerned.
- (d) But others will take their place, he thought.

Q 18. Trade protectionism, disguised as concern for the climate, is raising its head. Citing competitiveness concerns, powerful industrialized countries are holding out threats of a Levy on imports of energy-intensive products from countries that refuse to accept their demands. The actual source of protectionist sentiment in the OECD countries is, of course, their current lacklustre economic performance, combined with the challenges posed by the rapid economic rise of China and India—in that order.

- (a) Climate change is evoked to bring trade protectionism through the back door.
- (b) OECD countries are taking refuge in climate change issues to erect trade barriers against these two countries.
- (c) Climate change concerns have come as a convenient stick to beat the rising trade power of China and India.
- (d) Defenders of the global economic *status quo* are posing as climate change champions.

Q 19. Mattancherry is Indian Jewry's most famous settlement. Its pretty streets of pastel coloured houses, connected by first-floor passages and home to the last twelve saree-and-sarong-wearing, white-skinned Indian Jews are visited by thousands of tourists each year. Its synagogue, built in 1568, with a floor of blue-and-white Chinese tiles, a carpet given by Haile Selassie and the frosty Yaheh selling tickets at the door, stands as an image of religious tolerance.

- (a) Mattancherry represents, therefore, the perfect picture of peaceful co-existence.
- (b) India's Jews have almost never suffered discrimination, except for European colonizers and each other.
- (c) Jews in India were always tolerant.
- (d) Religious tolerance has always been only a façade and nothing more.

Q 20. Given the cultural and intellectual interconnections, the question of what is 'Western' and what is 'Eastern' (or 'Indian') is often hard to decide, and the issue can be discussed only in more dialectical terms. The diagnosis of a thought as 'purely Western' or 'purely Indian' can be very illusory.

- (a) Thought are not the kind of things that can be easily categorized.
- (b) Though 'occidentalism' and 'orientalism' as dichotomous concepts have found many adherents.
- (c) 'East is East and West is West' has been a discredited notion for a long time now.
- (d) The origin of a thought is not the kind of thing to which 'purity' happens easily.

Direction for questions 21 to 25: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

When I was little, children were bought two kinds of ice cream, sold from those white wagons with canopies made of silvery metal: either the two-cent cone or the four-cent ice-cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child's hand, and it was made by taking the ice cream from its container with a special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor's hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretence of discarding it).

The four-cent pie was made by a special little machine, also silvery, which pressed two disks of sweet biscuit against a cylindrical section of ice cream. First you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate the whole thing, the biscuit surfaces softening as they became soaked in creamy nectar. Granny had no advice to give here: in theory the pies had been touched only by the machine; in practice, the vendor had held them in his hand while giving them to us, but it was impossible to isolate the contaminated area.

I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one cone in their right hand and one in their left; and expertly moving their head from side to side, they licked first one, then the other. This liturgy seemed to me so sumptuously enviable, that many times I asked

to be allowed to celebrate it. In vain, my elders were inflexible: a four-cent ice, yes; but two two-cent ones, absolutely number.

As anyone can see, neither mathematics nor economy nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious, justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps, or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it.

Today, citizen and victim of a consumer society, a civilization of excess and waste (which the society of the thirties was not), I realize that those dear and now departed elders were right. Two two-cent cones instead of one at four cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason, that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied to me: because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents who encouraged this weakness, appropriate to little parvenu; were bringing up their children in the foolish theatre of "I'd like to but I cannot." They were preparing them to turn up at tourist-class check-in with a fake Gucci bag bought from a street peddler on the beach at Rimini.

Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilization now wants even adults to be spoiled, and promises them a one way something more, from the wristwatch in the box of detergent to the bonus bangle sheathed, with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilization pretends to give more, but actually gives, for four cents, what is worth four cents. You will throwaway the old transistor radio to purchase the new one, that boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new cheap car will have leather seats, double side mirrors adjustable from inside, and a panelled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick.

The morality of the old days made Spartans of us all, while today's morality wants all of us to be Sybarites.

- Q 21. Which of the following cannot be inferred from the passage?
- Today's society is more extravagant than the society of the 1930s.
 - The act of eating two ice cream cones is akin to a ceremonial process.
 - Elders rightly suggested that a boy turning eyes from one cone to the other was more likely to fall.
 - Despite seeming to promise more, the consumer civilization gives away exactly what the thing is worth.
- Q 22. In the passage, the phrase "little parvenus" refers to:
- Naughty midgets
 - Old hags
 - Arrogant people
 - Young upstarts
- Q 23. The author pined for two two-cent cones instead of one four-cent pie because
- it made dietetic sense.
 - it suggested intemperance.
 - it was more fun.
 - it had a visual appeal.
- Q 24. What does the author mean by "nowadays the moralist risks seeming at odds with morality"?
- The moralists of yesterday have become immoral today.
 - The concept of morality has changed over the years.
 - Consumerism is amoral.
 - The risks associated with immorality have gone up.
- Q 25. According to the author, the justification for refusal to let him eat two cones was plausibly
- didactic
 - dietetic
 - dialectic
 - diatonic

Direction for questions 26 to 30: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Language is not a cultural artifact that we learn the way, we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every

individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term "instinct". It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore.

Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use symbols: a three-year-old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and the other staples of the semiotics curriculum. Though language is a magnificent ability unique to *Homo sapiens* among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the positions of the constellations against the time of day and year. In nature's talent show, we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale.

Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaptation to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature's engineering marvels—an organ with "that perfection of structure and co-adaptation which justly excites our admiration," in Darwin's words—gives us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist's point of view, is part of our biologi-

cal birthright; it is not something that parents teach their children or something that must be elaborated in school—as Oscar Wilde said, “Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.” A preschooler’s tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-the-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the, you know, like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not the nutty barrel of monkeys that entertainer-columnists make it out to be.

Q 26. According to the passage, which of the following does not stem from popular wisdom on language?

- (a) Language is a cultural artifact
- (b) Language is a cultural invention
- (c) Language is learnt as we grow
- (d) Language is a psychological faculty

Q 27. Which of the following can be used to replace the “spiders know how to spin webs” analogy as used by the author?

- (a) A kitten learning to jump over a wall
- (b) Bees collecting nectar
- (c) A donkey carrying a load
- (d) A horse running a Derby

Q 28. According to the passage, which of the following is unique to human beings?

- (a) Ability to use symbols while communicating with one another.
- (b) Ability to communicate with each other through voice modulation.
- (c) Ability to communicate information to other members of the species.
- (d) Ability to use sound as means of communication.

Q 29. According to the passage, complexity of language cannot be taught by parents or at school to children because

- (a) children instinctively know language.
- (b) children learn the language on their own.
- (c) language is not amenable to teaching.
- (d) children know language better than their teachers or parents.

Q 30. Which of the following best summarizes the passage?

- (a) Language is unique to Homosapiens
- (b) Language is neither learnt nor taught

- (c) Language is not a cultural invention or artifact as it is made out
- (d) Language is instinctive ability of human beings

Direction for questions 31 to 35: The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

To summarize the Classic Maya collapse, we can tentatively identify five strands. I acknowledge, however, that Maya archaeologists still disagree vigorously among themselves—in part, because the different strands evidently varied in importance among different parts of the Maya realm; because detailed archaeological studies are available for only some Maya sites; and because it remains puzzling why most of the Maya heartland remained nearly empty of population and failed to recover after the collapse and after re-growth of forests.

With those caveats, it appears to me that one strand consisted of population growth outstripping available resources: a dilemma similar to the one foreseen by Thomas Malthus in 1798 and being played out today in Rwanda, Haiti and elsewhere. As the archaeologist David Webster succinctly puts it, “Too many farmers grew too many crops on too much of landscape.” Compounding that mismatch between population and resources was the second strand: the effects of deforestation and hillside erosion, which caused a decrease in the amount of useable farmland at a time when more rather than less farmland was needed, and possibly exacerbated by an anthropogenic drought resulting from deforestation, by soil nutrient depletions and other soil problems, and by the struggle to prevent bracken ferns from over-running the fields.

The, third strand consisted of increased fighting, as more and more people fought over fewer resources. Maya warfare, already endemic, peaked just before the collapse. That is not surprising when one reflects that at least five million people, perhaps many more, were crammed into an area smaller than the US state of Colorado (104,000 square miles). That warfare would have decreased further the amount of land available for agriculture, by creating no-man’s lands between principalities where it was now unsafe to farm. Bringing matters to a head was the strand of climate change. The drought at the time of the Classic collapse was not the first drought that the Maya had lived through, but it was the most severe. At the time of previous droughts, there were still uninhabited parts of the Maya landscape, and people at a site affected by drought could save themselves by moving to another site. However, by

the time of the Classic collapse the landscape was now full there was no useful unoccupied land in the vicinity on which to begin anew, and the whole population could not be accommodated in the few areas that continued to have reliable water supplies.

As our fifth strand, we have to wonder why the kings and nobles failed to recognize and solve these seemingly obvious problems undermining their society. Their attention was evidently focused on their short-term concerns of enriching themselves, waging wars, erecting monuments, competing with each other, and extracting enough food from the peasants to support all those activities. Like most leaders throughout human history, the Maya kings and nobles did not heed long-term problems, insofar as they perceived them.

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 Manga-reva, 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 2,000 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.

Q 31. According to the passage, which of the following best represents the factor that has been cited by the author in the context of Rwanda and Haiti?

- (a) Various ethnic groups competing for land and other resources.
- (b) Various ethnic groups competing for limited land resources.
- (c) Various ethnic groups fighting with each other.
- (d) Various ethnic groups competing for political power.

Q 32. By an anthropogenic drought, the author means

- (a) a drought caused by lack of rains.
- (b) a drought caused due to deforestation.
- (c) a drought caused by failure to prevent bracken ferns from overrunning the fields.
- (d) a drought caused by actions of human beings.

Q 33. According to the passage, the drought at the time of Maya collapse had a different impact compared to the drought earlier because

- (a) the Maya kings continued to be extravagant when common people were suffering.
- (b) it happened at the time of collapse of leadership among Mayas.
- (c) it happened when the Maya population had occupied all available land suited for agriculture.
- (d) it was followed by internecine warfare among Mayas.

Q 34. According to the author, why is it difficult to explain the reasons for Maya collapse?

- (a) Copan inhabitants destroyed all records of that period.
- (b) Thee constant deforestation and hillside erosion have wiped out all traces of the Maya kingdom.
- (c) Archaeological sites of Mayas do not provide any consistent evidence.
- (d) At least five million people were crammed into a small area.

Q 35. Which factor has not been cited as one of the factors causing the collapse of Maya society?

- (a) Environmental degradation due to excess population.
- (b) Social collapse due to excess population.
- (c) Increased warfare among Maya people.
- (d) Obsession of Maya population with their own short-term concerns.

Direction for questions 36 to 40: The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

A remarkable aspect of art of the present century is the range of concepts and ideologies which it embodies. It is almost tempting to see a pattern emerging within the art field—or alternatively imposed upon it a *posteriori*-similar to that which exists under the umbrella of science where the general term covers a whole range of separate, though interconnecting, activities. Any parallelism is however, in this instance at least misleading. A

scientific discipline develops systematically once its bare tenets have been established, named and categorized as conventions. Many of the concepts of modern art, by contrast, have resulted from the almost accidental meetings of groups of talented individuals at certain times and certain places. The ideas generated by these chance meetings had two-fold consequences. Firstly, a corpus of work would be produced which, in great part, remains as a concrete record of the events. Secondly, the ideas would themselves be disseminated through many different channels of communication—seeds that often bore fruit in contexts far removed from their generation. Not all movements were exclusively concerned with innovation. Surrealism, for instance, claimed to embody a kind of insight which can be present in the art of any period. This claim has been generally accepted so that a sixteenth-century painting by Spranger or a mysterious photograph by Atget can legitimately be discussed in surrealist terms. Briefly, then, the concepts of modern art are of many different (often fundamentally different) kinds and resulted from the exposures of painters, sculptors and thinkers to the more complex phenomena of the twentieth century, including our ever increasing knowledge of the thought and products of earlier centuries. Different groups of artists would collaborate in trying to make sense of a rapidly changing world of visual and spiritual experience. We should hardly be surprised if no one group succeeded completely, but achievements, though relative, have been considerable. Landmarks have been established—concrete statements of position which give a pattern to a situation which could easily have degenerated into total chaos. Beyond this, new language tools have been created for those who follow semantic systems which can provide a springboard for further explorations.

The codifying of art is often criticized. Certainly one can understand that artists are wary of being pigeon-holed since they are apt to think of themselves as individuals sometimes with good reason. The notion of self-expression, however, no longer carries quite the weight it once did; objectivity has its defenders. There is good reason to accept the ideas codified by artists and critics, over the past sixty years or so, as having attained the status of independent existence—an independence which is not without its own value. The time factor is important here. As an art movement slips into temporal perspective, it ceases to be a living organism-becoming, rather, a fossil. This is not to say that it becomes useless or uninteresting. Just as a scientist can reconstruct the life of a pre-historic environment from the messages

codified into the structure of a fossil, so can an artist decipher whole webs of intellectual and creative possibility from the recorded structure of a 'dead' art movement. The artist can match the creative patterns crystallized into this structure against the potentials and possibilities of his own time. As T.S. Eliot observed, no one starts anything from scratch; however, consciously you may try to live in the present, you are still involved with a nexus of behaviour patterns bequeathed from the past. The original and creative person is not someone who ignores these patterns, but someone who is able to translate and develop them so that they conform more exactly to his and our present needs.

Q 36. Many of the concepts of modern art have been the product of

- (a) ideas generated from planned deliberations between artists, painters and thinkers.
- (b) the dissemination of ideas through the state and its organizations.
- (c) accidental interactions among people blessed with creative muse.
- (d) patronage by the rich and powerful that supported art.

Q 37. In the passage, the word 'fossil' can be interpreted as

- (a) an art movement that has ceased to remain interesting or useful.
- (b) an analogy from the physical world to indicate a historic art movement.
- (c) an analogy from the physical world to indicate the barrenness of artistic creations in the past.
- (d) an analogy from the physical world to indicate the passing of an era associated with an art movement.

Q 38. In the passage, which of the following similarities between science and art may lead to erroneous conclusions?

- (a) Both, in general, include a gamut of distinct but interconnecting activities.
- (b) Both have movements not necessarily concerned with innovation.
- (c) Both depend on collaborations between talented individuals.
- (d) Both involve abstract thought and dissemination of ideas.

Q 39. The range of concepts and ideologies embodied in the art of the twentieth-century is explained by

- (a) the existence of movements such as surrealism.

- (b) landmarks which give a pattern to the art history of the twentieth-century.
- (c) new language tools which can be used for further explorations into new areas.
- (d) the fast changing world of perceptual and transcendental understanding.
- Q 40. The passage uses an observation by T.S. Eliot to imply that
- (a) creative processes are not 'original' because they always borrow from the past.
- (b) we always carry forward the legacy of the past.
- (c) past behaviours and thought processes recreate themselves in the present and get labelled as 'original' or 'creative'.
- (d) 'innovations' and 'original thinking' interpret and develop on past thoughts to suit contemporary needs.

ANSWERS

Q. No.	Answer						
1	(a)	2	(d)	3	(d)	4	(d)
5	(c)	6	(b)	7	(b)	8	(a)
9	(c)	10	(d)	11	(b)	12	(d)
13	(c)	14	(d)	15	(d)	16	(d)
17	(b)	18	(d)	19	(d)	20	(d)
21	(d)	22	(d)	23	(b)	24	(b)
25	(a)	26	(d)	27	(b)	28	(b)
29	(a)	30	(d)	31	(a)	32	(d)
33	(c)	34	(d)	35	(d)	36	(c)
37	(d)	38	(a)	39	(d)	40	(d)

HINTS AND EXPLANATIONS

1. (a) Sentence A – there is a spelling error. ‘Imigrant’ is not the correct spelling, ‘Immigrant’ is the correct spelling.

Sentence C – has a punctuation error, as it requires a comma at the end.

Sentence D – needs the article ‘the’ before ‘owner of dry goods business’.

Sentence E – has a tense error: it should be ‘would later become’, not ‘would later became’.

So only B is correct. Hence, option (a) is the answer.

2. (d) Sentences A and D are correct.

Sentence E –uses a wrong article: it should be ‘an industry’, not ‘a industry’.

Sentence C –The comma at the end of sentence C is incorrect, as it separates the subject from the main verb.

Sentence B –uses the incorrect pronoun ‘their’ instead of ‘its’. Hence, option (d) is the answer.

3. (d) Sentence B –the word ‘home’ should be in the plural, as millions of people cannot share a single home.

Sentence E –the verb should be the singular ‘has’, because the subject ‘death count’ is singular.

A, C and D are correct. Hence, option (d) is the answer.

4. (d) Sentence B –the verb ‘associate’ should be in the past tense in keeping with the rest of the sentence.

Statement C –‘seem’ should also be in the past.

Statement E, the noun ‘effort’ is missing an article.

Therefore, only A and D are correct. Hence, option (d) is the answer.

5. (c) Brooch = ‘a clasp or ornamental pin’ is the correct word.

‘Broach’ is a verb = bring up a topic for discussion.

Councillor = ‘a member of a council’ is the best fit, as people do not complain about the amenities in the neighbourhood to a counsellor (‘a person who counsels; adviser’) but to a councillor who can handle these issues.

Third Sentence requires a noun and not a verb.

Hence ‘advice’ and not ‘advise’ which is a verb.

Climactic = ‘pertaining to or coming to a climax’ which suits in the context of the play.

Climatic = ‘of or pertaining to climate’, Flare = ‘a shape that spreads outward’ is the correct option.

‘Flair’ = talent

Only (c) in the options has all the sequence BAAAB. Hence, option (c) is the answer.

9. (c) Sentences (A) (B), (D) and (E) use the word ‘run’ appropriately. Sentence (C) makes no sense, because ‘run over’ usually means to hit and knock down, especially with a vehicle. Hence, option (c) is the answer.
10. (d) In sentence (E) the correct expression should be ‘come around’ and not ‘come round’. Sentences

(A) (B), (C) and (D) use the word ‘round’ in appropriate contexts. Hence, option (d) is the answer.

11. (b) The word ‘buckle’ has been used in correct context in sentences (A), (C), (D) and (E). In sentence (B) ‘broke into a buckle’ does not carry any standard meaning. Hence, option (b) is the answer.
12. (d) Sentences (A) and (B) use the word ‘file’ in the most common context. Sentences (C) and (D) also use the word correctly. However, sentence (E) should be, ‘broke the ranks’ and not, ‘broke the file’. Hence, option (d) is the answer.
13. (c) ‘Disingenuous’ = ‘insincere and this best fits the context as the phrase ‘ethnic cleansing’ is marked by apostrophes indicating a misrepresentation. Hence, option (c) is the answer.

This page is intentionally left blank

PART 5

SECTION TESTS

-
- 1** Section Test 1 5.3
 - 2** Section Test 2 5.11
 - 3** Section Test 3 5.21

This page is intentionally left blank

Section Test

1

ABOUT THE TEST

1. There are 34 questions in this test
2. Each question carries three marks
3. You have 60 minutes to solve this test

Direction for questions 1 to 3: *In each of the following sentences, a part of the sentence is underlined. Beneath each sentence, four different ways of phrasing the underlined part are indicated. Choose the best alternative from among the four.*

Q 1. If you are on a three-month software design project and, in two weeks, you've put together a programme that solves part of the problem, show it to your Boss without delay.

- (a) and, you've put together a programme that solves part of the problem in two weeks
- (b) and, in two weeks, you've put together a programme that solves part of the problem
- (c) and, you've put together a programme that has solved part of the problem in two weeks
- (d) and, in two weeks, you put together a programme that solved only part of the problem

Q 2. Many of these environmentalists proclaim to save nothing less than the planet itself.

- (a) to save nothing lesser than
- (b) that they are saving nothing lesser than
- (c) to save nothing less than
- (d) that they save nothing less than

Q 3. Bacon believes that the medical profession should be permitted to ease and quicken death where the end would otherwise only delay for a few days and at the cost of great pain.

- (a) be delayed for a few days
- (b) be delayed for a few days and
- (c) be otherwise only delayed for a few days and
- (d) otherwise only delay for a few days and

Direction for questions 4 to 6: *Read the passage given below and solve the questions based on it.*

I met Tom Dunfee in the Year 1977, when he joined the National Endowment for the Humanities supported team of philosophers, business professors, and businessmen who proposed guidelines for a business ethics course. It was not long before Tom Dunfee invited me to co-teach some classes with him at Wharton. I came to class well-armed with my philosophical principles. However, Tom quickly convinced me that these principles needed to take account of the realm of the possible which meant taking account of how ethics is practiced in the world. And, when a social scientist or lawyer looked at the world, it was undeniable that there was a lot of disagreement about ethics. What people actually

5.4 □ Section Tests

believed and institutionalized regarding ethics was too messy for an easy application of ethical principles. That was particularly true in the world of business ethics. That message of complexity, messiness, or noise in the system was a common theme in Tom Dunfee's work. I believe that you can see it in Ties That Bind. The hyper norms are analogous to the universal principles of Tom Donaldson's book "The Ethics of International Business" while all those micro- and macro-social contracts are examples of moral practice. And, the notion of moral free space is, I suspect, an attempt by Tom Dunfee to give validation to the variety of ethical opinion on a large amount of ethical matters, especially in business ethics. When you worked with Tom Dunfee, it was not enough to simply appeal to ethical principles; you needed to take into account how people thought about and practiced ethics.

Q 4. The author of this passage speaks from the perspective of the discipline of
(a) Philosophy (b) Business Management
(c) Sociology (d) Ethics

Q 5. Which of the following can be the MOST APPROPRIATE title for the passage?
(a) Seminar on Business Ethics Course
(b) Ethical Principles for Business Ethics
(c) Balancing Principles and Practice in Business Ethics
(d) The Ethics of International Business

Q 6. The author of the passage is most likely to believe that
(a) ethics consist of micro-contracts among people.
(b) ethics consist of micro-contracts among people.
(c) ethics consist of what people practice.
(d) ethics consist of universal principles.

Direction for questions 7 and 8: Choose the option that BEST completes the relationship indicated in the capitalized pair.

Q 7. CRITICISE : FULMINATE
(a) Tease : Assuage
(b) Flail : Control
(c) Hurt : Torture
(d) Laud : Prevaricate

Q 8. POETRY : BALLAD
(a) Reptile : Snake
(b) Bulb : Tubelight
(c) Snake : Reptile
(d) Life : Death

Direction for questions 9 and 10: Choose the option that is CLOSEST in meaning to the idioms.

Q 9. Up the apples and pears
(a) Up the trees
(b) Up the wall
(c) Up the stairs
(d) Beyond imagination

Q 10. Jot or tittle
(a) Scribble
(b) Trifle
(c) Illegible
(d) Talkative

Direction for questions 11 to 13: Read the passage given below and solve the questions based on it.

Cryptozoologist Loren Coleman visited Line Road last week to do his own investigation into a couple's claim that something like Bigfoot walked in front of their car.

On Monday, Coleman said that the man had reported seeing something hairy, 7 feet tall and walking upright, cross the road on the morning of February 8th near the Greene-Leeds town line. The woman with him put its height at closer to 6.5 feet.

"They're just afraid it would ruin their lives because of all the ridicule," Coleman said. "They're really very skittish."

Coleman, who has a museum in Portland dedicated to mostly unconfirmed creatures (Bigfoot, the Loch Ness monster, the Jersey Devil), was involved several years ago in naming the Turner Beast, a black animal that created enough mystery that it made national headlines before being unmasked as a dog.

The area has had other historical Bigfoot sightings, he said, as well as sightings of animals described as black panthers and cougars. Mystery cats, Coleman said, seem to live in one place year-round; he questioned whether Bigfoot migrates through the area in spring and fall.

"I think what's happening, we may have a Turner Triangle where there's lot of marshy land," Coleman said. "My conceptualization is that the whole area is more wild than the people in Lewiston or Portland understand."

Eric Nickerson lives on Line Road, a quarter-mile from the point of the sighting. He said he's never seen anything strange in the woods there. In the early 1980s, however, 8 miles away on Turner Center Bridge Road, he claims his brother saw a Bigfoot and that, riding home one day on his bike, he himself was chased by one.

Bill Dubois, Manager at the family business Red Roof in Leeds, said people had been in the store gossiping about the sighting. Though most of the information was second or third-hand.

“The people that saw it seemed pretty spooked,” he said.

His take on whether something could be in the woods out that way: “In this world, you never know. I have one customer that was just a Bigfoot freak; he believes in it. Telling him, he got all excited.”

Q 11. The word “skittish” in the passage means:

- (a) Shy
- (b) Aggressive
- (c) Methodical
- (d) Considerate

Q 12. From the passage, it is possible to infer that

- (a) the sightings of mysterious animals are all unfounded.
- (b) the sightings of mysterious animals could be unfounded.
- (c) none of the sightings of mysterious animals is unfounded.
- (d) all the reports of the sightings were first-hand.

Q 13. Choose the closest in meaning and grammatically correct option in passive voice of the following sentence “the whole area is wilder than the people in Lewiston or Portland understand.”

- (a) The whole area is wilder than the people in Lewiston or Portland understand.
- (b) The whole area is wilder than understood by the people in Lewiston or Portland.
- (c) It is wilder in the whole area than the people in Lewiston or Portland understand.
- (d) It is understood that the whole area is wilder than the people in Lewiston or Portland.

Direction for questions 14 to 16: Read the passage given below and solve the questions based on it.

The behavioural economics literature provides several motivations for the common observation that agents appear somewhat unwilling to deviate from their recent choices. For instance, some researchers mention the bias towards recent choices as an example of the availability bias, the ease with which instances come to mind. Similarly, others have argued that players, when indifferent between strategies, choose the most salient strategy. In combination with the so-called recency effect, this may explain why agents appear to have a

preference for recent choices. The recency effect refers to the cognitive bias that results from disproportionate salience of recent stimuli or observations. Other motivations include models for agents displaying defaulting behaviour or inertia, the formation of habits, the use of rules of thumb, or the locking in on certain modes or behaviour due to learning by doing or, as some express it: unlearning by not doing.

Q 14. In the above passage, ‘rules of thumb’ means

- (a) Rules based on theory
- (b) Rules based on practice
- (c) Rules based on signature
- (d) Rules based on law

Q 15. Which of the following sentences best sums up the meaning of the passage most accurately?

- (a) The passage enumerates biases towards recent choices.
- (b) The passage suggests that learning is as valuable as unlearning.
- (c) The passage draws a hierarchy among various kinds of motivations.
- (d) The passage discusses the several motivations for agents, lack of deviation from their recent choices.

Q 16. Identify the grammatically correct sentence from the following options without distorting the meaning of the passage.

- (a) One of the agent’s choices is motivated by the availability bias.
- (b) One of the agent’s choices is motivated by the availability bias.
- (c) One of agent’s choices is motivated by the availability bias.
- (d) One of the choices of the agents is motivated by the availability bias.

Direction: Read the following options and answer the question.

Q 17. In the options given below, identify the one sentence which has an incorrect spelling:

- (a) The need to handle hazardous radioactive materials in nuclear science has triggered the guest for robotic and remote-handling appliances in nuclear laboratories since the early days of nuclear research.
- (b) Robotics is multidisciplinary in nature, and people working in this area come from varied backgrounds.

5.6 □ Section Tests

- (c) There is a pressing need for intellectual property rights and trademark specialists along with corporate communication and sales personnel.
- (d) More infrastructure and facilities will definitely provide a filip to the sector.

Direction: *Question 18 consists of four jumbled sentences, which need to be arranged in logical sequence. Choose the option which has the correct logical sequence.*

- Q 18.
- i. Ironically, the Iranian television programmers had mainly chosen that film because it lacks female characters.
 - ii. A few years ago some members of the Iranian Parliament set up an investigative committee to examine the content of national television.
 - iii. The cartoon version of “Around the World in Eighty Days” was also castigated, because the main character – a lion – was British and the film ended in that bastion of imperialism, London.
 - iv. The committee issued a lengthy report in which it condemned the showing of Billy Budd, because it claimed, the story promoted homosexuality.
- (a) ii-i-iv-iii
 - (b) ii-iv-iii-i
 - (c) ii-iv-i-iii
 - (d) i-iii-iv-ii

Direction for questions 19 and 20: *Choose the closest grammatical and meaningful option to fill in the blank in the sentence.*

- Q 19. It is perhaps a tribute to his personal integrity and scrupulously honest reputation _____ calls him a fine soldier.
- (a) while none of the generals he acted against
 - (b) whereas one of the generals he acted against also
 - (c) that even one of the generals he acted against
 - (d) that some of the generals he acted against

- Q 20. We lived in a culture that denied any merit to literary works, _____ something seemingly more urgent, namely ideology.
- (a) consider them more important only when they were handmaidens to
 - (b) considering them important only when they were handmaidens to
 - (c) are considering them important only when they were handmaidens to

- (d) seem to consider them important only when they were handmaidens to

Direction for questions 21 to 23: *Arrange the sentences so that they make a coherent paragraph (Non-MCQ based questions).*

- Q 21.
- A. After racing back to New York City from a New Jersey farm where he gleaned 75 pounds of crookneck squash deemed by the farmers too crooked to sell, Stuart bolts from a car creeping through traffic and darts into a Greenwich Village bakery.
 - B. Complicating what sounds like a reality-show contest is a singular rule: Nearly all the ingredients must be sourced from farms and vendors intending to throw them out.
 - C. Tristram Stuart has 24 hours to produce a restaurant meal for 50 people—to plan a menu, gather food, then welcome guests to a venue in a city not his own.
 - D. Tall and blond, with a posh English accent, he launches into his ten-second spiel: “I run an organization that campaigns against food waste, and I’m pulling together a feast tomorrow made with food that won’t be sold or donated to charity; Do you have any bread that we could use?”
 - E. The bakery doesn’t, but the clerk hands him two broken chocolate-chip cookies as consolation.
- Q 22.
- A. What they discovered was unsettling both in what implied about how trypanosomes make us sick, but also about their ability to elude our defenses.
 - B. To understand why, you need to know a little bit about trypanosome biology.
 - C. Humans are actually immune to many trypanosome diseases by virtue of a suite of molecules called trypanosome lytic factors (TLF).
 - D. These molecules circulate in our blood and blow up trypanosomes by punching holes in their sides, more or less.
 - E. Scientists at the University of Georgia, the Pacific Northwest National Laboratory, and the University of Texas at El Paso tried to find out, and reported their results in *Cell* last month.
- Q 23.
- A. In the modern world, it’s easy to forget that complex animals are relative newcomers to Earth.
 - B. Since life first emerged more than 3 billion years ago, single-celled organisms have dominated the planet for most of its history.

- C. Thriving in environments that lacked oxygen, they relied on compounds such as carbon dioxide, sulfur-containing molecules or iron minerals that act as oxidizing agents to break down food.
- D. Much of Earth's microbial biosphere still survives on these anaerobic pathways.
- E. Animals, however, depend on oxygen—a much richer way to make a living.

Direction for questions 24 to 34: *Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

Passage 1

Great comic art is never otherworldly, it does not seek to mystify us, and it does not deny ambiguity by branding as evil whatever differs from good. Great comic artists assume that truth may bear all lights, and thus they seek to accentuate contradictions in social action, not gloss over or transcend them by appeals to extra social symbols of divine ends, cosmic purpose, or laws of nature. The moment of transcendence in great comic art is a social moment, born out of the conviction that we are human, even though we try to be gods. The comic community to which artists address themselves is a community of reasoning, loving, joyful, compassionate beings, who are willing to assume the human risks of acting rationally. Without invoking gods or demons, great comic art arouses courage in reason, courage which grows out of trust in what human beings can do as humans.

- Q 24. The passage suggests that great comic art can be characterized as optimistic about the ability of humans to
- (a) act rationally
 - (b) rid themselves of pride
 - (c) transcend the human condition
 - (d) avoid social conflicts
- Q 25. It can be inferred from the passage that the author admires great comic artists primarily for their
- (a) ability to understand the frequently subtle differences between good and evil
 - (b) ability to reconcile the contradictions in human behavior
 - (c) ability to distinguish between rational and irrational behavior
 - (d) insistence on confronting the truth about the human condition
- Q 26. Which of the following is the most accurate description of the organization of the passage?

- (a) A sequence of observations leading to a prediction
- (b) A list of inferences drawn from facts stated at the beginning of the passage
- (c) A series of assertions related to one general subject
- (d) A statement of the major idea, followed by specific examples

Passage 2

It has long been known that the rate of oxidative metabolism (the process that uses oxygen to convert food into energy) in any animal has a profound effect on its living patterns. The high metabolic rate of small animals, for example, gives them sustained power and activity per unit of weight, but at the cost of requiring constant consumption of food and water. Very large animals, with their relatively low metabolic rates, can survive well on a sporadic food supply, but can generate little metabolic energy per gram of body weight. If only oxidative metabolic rate is considered, therefore, one might assume that smaller, more active, animals could prey on larger ones, at least if they attacked in groups. Perhaps they could if it were not for anaerobic glycolysis, the great equalizer.

Anaerobic glycolysis is a process in which energy is produced, without oxygen, through the breakdown of muscle glycogen into lactic acid and adenosine triphosphate (ATP), the energy provider. The amount of energy that can be produced anaerobically is a function of the amount of glycogen present in all vertebrates about 0.5 percent of their muscles' wet weight. Thus the anaerobic energy reserves of a vertebrate are proportional to the size of the animal. If, for example, some predators had attacked a 100-ton dinosaur, normally torpid, the dinosaur would have been able to generate almost instantaneously, via anaerobic glycolysis, the energy of 3,000 humans at maximum oxidative metabolic energy production. This explains how many large species have managed to compete with their more active neighbor: the compensation for a low oxidative metabolic rate is glycolysis.

There are limitations, however, to this compensation. The glycogen reserves of any animal are good, at most, for only about two minutes at maximum effort, after which only the normal oxidative metabolic source of energy remains. With the conclusion of a burst of activity, the lactic acid level is high in the body fluids, leaving the large animal vulnerable to attack until the acid is reconverted, via oxidative metabolism, by the liver into glucose, which is then sent (in part) back to the muscles for glycogen resynthesis. During this process the enormous energy debt that the animal has run up through anaerobic glycolysis must be repaid, a

5.8 □ Section Tests

debt that is proportionally much greater for the larger vertebrates than for the smaller ones. Whereas the tiny shrew can replace in minutes the glycogen used for maximum effort, for example, the gigantic dinosaur would have required more than three weeks. It might seem that this interminably long recovery time in a large vertebrate would prove a grave disadvantage for survival. Fortunately, muscle glycogen is used only when needed and even then only in whatever quantity is necessary. Only in times of panic or during mortal combat would the entire reserves be consumed.

Q 27. The primary purpose of the passage is to

- (a) explain anaerobic glycolysis and its effects on animal survival
- (b) introduce a new hypothesis about anaerobic glycolysis
- (c) describe the limitations of anaerobic glycolysis
- (d) analyze the chemistry of anaerobic glycolysis and its similarity to oxidative metabolism

Q 28. According to the author, glycogen is crucial to the process of anaerobic glycolysis because glycogen

- (a) increases the organism's need for ATP
- (b) is the material from which ATP is derived
- (c) ensures that the synthesis of ATP will occur speedily
- (d) is an inhibitor of the oxidative metabolic production of ATP

Q 29. According to the author, a major limitation of anaerobic glycolysis is that it can

- (a) produce in large animals more lactic acid than the liver can safely reconvert
- (b) necessitate a dangerously long recovery period in large animals
- (c) produce energy more slowly than it can be used by large animals
- (d) consume all of the available glycogen regardless of need

Q 30. The passage suggests that the total anaerobic energy reserves of a vertebrate are proportional to the vertebrate's size because

- (a) larger vertebrates conserve more energy than smaller vertebrates
- (b) larger vertebrates use less oxygen per unit weight than smaller vertebrates
- (c) the ability of a vertebrate to consume food is a function of its size
- (d) the amount of muscle tissue in a vertebrate is directly related to its size

Q 31. The author suggests that, on the basis of energy production, a 100-ton dinosaur would have been markedly vulnerable to which of the following?

- I. Repeated attacks by a single smaller, more active adversary.
 - II. Sustained attack by numerous smaller, more active adversaries.
 - III. An attack by an individual adversary of similar size.
- (a) II only
 - (b) I and II only
 - (c) I and III only
 - (d) I, II and III

Q 32. It can be inferred from the passage that the time required to replenish muscle glycogen following anaerobic glycolysis is determined by which of the following factors?

- I. Rate of oxidative metabolism
 - II. Quantity of lactic acid in the body fluids
 - III. Percentage of glucose that is returned to the muscles
- (a) II only
 - (b) I and II only
 - (c) I and III only
 - (d) I, II and III

Q 33. The author is most probably addressing which of the following audiences?

- (a) College students in an introductory course on animal physiology
- (b) Historians of science investigating the discovery of anaerobic glycolysis
- (c) Graduate students with specialized training in comparative anatomy
- (d) Zoologists interested in prehistoric animals

Q 34. Which of the following best states the central idea of the passage?

- (a) The disadvantage of a low oxidative metabolic rate in large animals can be offset by their ability to convert substantial amounts of glycogen into energy.
- (b) The most significant problem facing animals that have used anaerobic glycolysis for energy is the resynthesis of its by- product, glucose, into glycogen.
- (c) The benefits to animals of anaerobic glycolysis are offset by the profound costs that must be paid.
- (d) The great differences that exist in metabolic rates between species of small animals and species of large animals can have important effects on the patterns of their activities.

ANSWERS

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(d)	3	(c)	4	(a)
5	(c)	6	(d)	7	(c)	8	(a)
9	(c)	10	(b)	11	(a)	12	(b)
13	(b)	14	(b)	15	(d)	16	(a)
17	(d)	18	(c)	19	(c)	20	(b)
21	(CBADE)	22	(EABCD)	23	(ABCDE)	24	(a)
25	(d)	26	(c)	27	(a)	28	(b)
29	(b)	30	(d)	31	(a)	32	(d)
33	(a)	34	(a)				

HINTS AND EXPLANATIONS

17. (d) In option (d), Fillip is the right spelling of filip. Hence, option (d) is the answer.
21. (CBADE) The 3rd sentence introduces the 24 hour challenge taken by a person. The 2nd gives details about the challenge. In the 1st sentence he procures some material from the farm and goes to a bakery. The 4th gives details his visit to the bakery, and the 5th sentence talks about the outcome of his visit. Hence CBADE is the answer.
22. (EABCD) The 5th sentence introduces a research done by the university scientists. The 1st sentence uses 'they' for the scientists and indicates the findings. The 2nd sentence tries to start exploring the 'unsettling element'. The 3rd and 4th sentences discuss the trypanosome biology in the

- human body. The 3rd sentence presents a contrast ('actually' is the keyword) to what is mentioned in the first statement which talks about their 'ability to elude out defenses. Hence the answer is EABCD.
23. (ABCDE) The 1st sentence makes a general observation prevalent today. The 2nd sentence explains the fact indicated in the 1st statement that complex animals are newcomers to the earth. 'They' in the 3rd sentence refers to the single celled organisms mentioned in the previous sentence. The 4th uses the term anaerobic that corresponds with lack of oxygen mentioned in the 3rd sentence. The 5th sentence shifts the discussion to animals that depend on oxygen. Hence, ABCDE is the answer.

This page is intentionally left blank

Section Test



2

ABOUT THE TEST

1. There are 34 questions in this test
2. Each question carries three marks
3. You have 60 minutes to solve this test

Direction for questions 1 to 3: *Arrange the sentences so that they make a coherent paragraph (Non-MCQ based questions).*

- Q 1. A. In other words, the more you are identified with your mind, the more you suffer.
B. The intensity of the pain depends on the degree of resistance to the present moment, and this in turn depends on how strongly you are identified with your mind.
C. The mind always seeks to deny the Now and to escape from it.
D. Or you may put it like this: the more you are able to honor and accept the Now, the more you are free of pain, of suffering - and free of the egoistic mind.
E. The pain that you create now is always some form of non acceptance, some form of unconscious resistance to what is.
- Q 2. A. You take a journey into the Unmanifested every night when you enter the phase of deep dreamless sleep.
B. You merge with the Source.
C. You draw from it the vital energy that sustains you for a while when you return to the manifested, the world of separate forms.

- D. This energy is much more vital than food: "Man does not live by bread alone."
E. But you don't go into dreamless sleep consciously.
- Q 3. A. His team puts bottles in specially adapted fishing nets and holds them aloft as they run through fields to 'harvest' the product, which is then left open for up to 10 minutes to capture the area's aroma.
B. So it's not just air, but you even have various flavours you can breathe in, while De Watts sings his way to the bank.
C. Delhi's citizens, struggling to cope with the effects of pollution, now have a possible antidote—bottled fresh air!
D. A former public schoolboy in Britain has been making thousands of pounds selling bottled air priced at £80 to the Chinese.
E. Leo De Watts, who now lives in Hong Kong, 'farms' fresh-air from Dorset, Somerset, Wales, Wiltshire and Yorkshire and is selling the bottles to people in the smog-plagued cities of Beijing and Shanghai.

5.12 □ Section Tests

Direction for questions 4 to 5: Answer the questions independently.

Q 4. Athletic director: "Members of our sports teams included, for the fall season, 80 football players and 40 cross-country runners; for the winter season, 20 wrestlers and 40 swimmers; for the spring season, 50 track-team members and 20 lacrosse players. Each team athlete participates in his or her sport five days a week for the whole three-month season, and no athlete is on two teams during any one season. Therefore, adding these figures, we find that our team sports program serves 250 different individual athletes."

In drawing the conclusion above, the athletic director fails to consider the relevant possibility that

- (a) athletes can be on more than one team in a single season.
- (b) athlete can be on teams in more than one season.
- (c) some of the team sports require a larger number of athletes on the team than do others.
- (d) more athletes participate in team sports during one season than during another.

Q 5. As soon as any part of a person's conduct affects prejudicially the interests of others, society has jurisdiction over it, and the question of whether the general welfare will or will not be promoted by interfering with it becomes open to discussion. If a person's conduct does not affect prejudicially the interests of others, it should not come under the jurisdiction of society in the first place.

The author in the passage above argues that

- (a) society is independent of the actions of individuals.
- (b) the general welfare of a society is promoted when a person's conduct benefits others.
- (c) conduct that does not infringe on the interests of others should not be under the jurisdiction of society.
- (d) interference with the actions of individuals does not enhance the general welfare.

Direction for questions 6 to 9: Read the passage given below and solve the questions based on it.

Have you ever come across a painting, by Picasso, Mondrian, 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 Mondrian'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, and 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 representational artist, reality is what he sees with his eyes. This is the reality he reproduces on canvas. 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 on 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. Maybe, representational art would cease to exist. With abstractionism as the victor of the first battle, maybe a different kind of cycle will be touched off. Possibly, sometime 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.

Q 6. 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.

Q 7. 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.

Q 8. The author acknowledges that Mondrian'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) Mondrian believed in the 'grid-works' approach to abstractionist painting.
- (c) Mondrian was trying to convey the message of simplicity and rational order.
- (d) Mondrian learned from his Trees series to evolve a grid system.

Q 9. 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 other 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.

Direction for questions 10 to 15: Following passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

In his 1976 study of slavery in the United States, Herbert Gutman, like Fogel, Engerman, and Genovese, has rightly stressed the slaves' achievements. But unlike these historians, Gutman gives plantation owners little credit for these achievements. Rather, Gutman argues that one must look to the Black family and the slaves' extended kinship system to understand how crucial achievements, such as the maintenance of a cultural heritage and the development of a communalconsciousness, were possible. His findings compel attention.

Gutman recreates the family and extended kinship structure mainly through an ingenious use of what any historian should draw upon, quantifiable data, derived in this case mostly from plantation birth registers. He also uses accounts of ex-slaves to probe the human reality behind his statistics. These sources indicate that the two-

5.14 □ Section Tests

parent household predominated in slave quarters just as it did among freed slaves after emancipation. Although Gutman admits that forced separation by sale was frequent, he shows that the slaves' preference, revealed most clearly on plantations where sale was infrequent, was very much for stable monogamy. In less conclusive fashion Fogel, Engerman, and Genovese had already indicated the predominance of two-parent households; however, only Gutman emphasizes the preference for stable monogamy and points out what stable monogamy meant for the slaves' cultural heritage. Gutman argues convincingly that the stability of the Black family encouraged the transmission of—and so was crucial in sustaining—the Black heritage of folklore, music, and religious expression from one generation to another, a heritage that slaves were continually fashioning out of their African and American experiences.

Gutman's examination of other facets of kinship also produces important findings. Gutman discovers that cousins rarely married, an exogamous tendency that contrasted sharply with the endogamy practiced by the plantation owners. This preference for exogamy, Gutman suggests, may have derived from West African rules governing marriage, which, though they differed from one tribal group to another, all involved some kind of prohibition against unions with close kin. This taboo against cousins' marrying is important, argues Gutman, because it is one of many indications of a strong awareness among slaves of an extended kinship network. The fact that distantly related kin would care for children separated from their families also suggests this awareness. When blood relationships were few, as in newly created plantations in the South-west, "fictive" kinship arrangements took their place until a new pattern of consanguinity developed. Gutman presents convincing evidence that this extended kinship structure—which he believes developed by the mid-to-late eighteenth century—provided the foundations for the strong communal consciousness that existed among slaves.

In sum, Gutman's study is significant because it offers a closely reasoned and original explanation of some of the slaves' achievements, one that correctly emphasizes the resources that slaves themselves possessed.

Q 10. According to the passage, Fogel, Engerman, Genovese, and Gutman have all done which of the following?

- I. Discounted the influence of plantation owners on slaves' achievements.
- II. Emphasized the achievements of slaves.
- III. Pointed out the prevalence of the two-parent household among slaves.

IV. Showed the connection between stable monogamy and slaves' cultural heritage.

- (a) I and II only
- (b) I and IV only
- (c) II and III only
- (d) I, III, and IV only

Q 11. With which of the following statements regarding the resources that historians ought to use would the author of the passage be most likely to agree?

- (a) Historians ought to make use of written rather than oral accounts.
- (b) Historians should rely primarily on birth registers.
- (c) Historians should rely exclusively on data that can be quantified.
- (d) Historians ought to make use of data that can be quantified.

Q 12. Which of the following statements about the formation of the Black heritage of folklore, music, and religious expression is best supported by the information presented in the passage?

- (a) The heritage was formed primarily out of the experiences of those slaves who attempted to preserve the stability of their families.
- (b) The heritage was not formed out of the experiences of those slaves who married their cousins.
- (c) The heritage was formed more out of the African than out of the American experiences of slaves.
- (d) The heritage was not formed out of the experiences of only a single generation of slaves.

Q 13. It can be inferred from the passage that, of the following, the most probable reason why a historian of slavery might be interested in studying the type of plantations mentioned in the passage is that this type would

- (a) furnish the historian with the opportunity to discover the kind of marital commitment that slaves themselves chose to have.
- (b) permit the historian to observe the kinship patterns that had been most popular among West African tribes.
- (c) provide the historian with evidence concerning the preference of freed slaves for stable monogamy.
- (d) allow the historian to examine the influence of slaves' preferences on the actions of plantation owners.

Q 14. According to the passage, all of the following are true of the West African rules governing marriage mentioned in the passage EXCEPT

- (a) The rules were derived from rules governing fictive kinship arrangements.
(b) The rules forbade marriages between close kin.
(c) The rules are mentioned in Herbert Gutman's study.
(d) The rules were not uniform in all respects from one West African tribe to another.

Q 15. Which of the following statements concerning the marriage practices of plantation owners during the period of Black slavery in the United States can most logically be inferred from the information in the passage?
(a) These practices began to alter sometime around the mid-eighteenth century.
(b) These practices varied markedly from one region of the country to another.
(c) Plantation owners usually based their choice of marriage partners on economic considerations.
(d) Plantation owners often married their cousins.

Direction for questions 16 to 18: *Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentence from among the four given choices to construct a coherent paragraph.*

Q 16. A. In rejecting the functionalism in positivist organization theory, either wholly or partially, there is often a move towards a political model of organization theory.
B. Thus the analysis would shift to the power resources possessed by different groups in the organization and the way they use these resources in actual power plays to shape the organizational structure.
C. At the extreme, in one set of writings, the growth of administrators in the organization is held to be completely unrelated to the work to be done and to be caused totally by the political pursuit of self-interest.
D. The political model holds that individual interests are pursued in organizational life through the exercise of power and influence.
(a) ADBC (b) CBAD
(c) DBCA (d) ABDC

Q 17. A. Group decision-making, however, does not necessarily fully guard against arbitrariness and anarchy, for individual capriciousness can get substituted by collusion of group members.

B. Nature itself is an intricate system of checks and balances, meant to preserve the delicate balance between various environmental factors that affect our ecology.
C. In institutions also, there is a need to have in place a system of checks and balances which inhibits the concentration of power in only some individuals.
D. When human interventions alter this delicate balance, the outcomes have been seen to be disastrous.
(a) CDAB (b) BCAD
(c) CABD (d) BDCA

Q 18. A. He was bone-weary and soul-weary, and found himself muttering, "Either I cannot manage this place, or it's unmanageable."
B. To his horror, he realized that he had become the victim of an amorphous, unwitting, unconscious conspiracy to immerse him in routine work that had no significance.
C. It was one of those nights in the office. When the office clock was moving towards four in the morning and Bennis was still not through with the incredible mass of paper stacked before him.
D. He reached for his calendar and ran his eyes down each hour, half-hour, and quarter-hour, to see where his time had gone that day, the day before, the month before.
(a) ABCD (b) CADB
(c) BDCA (d) DCBA

Direction for questions 19 to 22: *Read each short passage given below and answer the question that follows it.*

Q 19. Three airlines—IA, JA and SA operate on the Delhi–Mumbai route. To increase the number of seats sold, SA reduced its fares and this was emulated by IA and JA immediately. The general belief was that the volume of air travel between Delhi and Mumbai would increase as a result.

Which of the following, if true, would add credence to the general belief?
(a) Increase in profitability of the three airlines.
(b) Extension of the discount scheme to other routes.
(c) A study that shows that air travellers in India are price-conscious.
(d) A study that shows that as much as 80% of air travel in India is company-sponsored.

5.16 □ Section Tests

Q 20. According to McNeill, a Brahmin priest was expected to be able to recite at least one of the Vedas. The practice was essential for several centuries when the Vedas had not yet been written down. It must have had a selective effect, since priests would have been recruited from those able or willing to memorize long passages. It must have helped in the dissemination of the work, since a memorized passage can be duplicated many times.

Which one of the following can be inferred from the above passage?

- (a) Reciting the Vedas was a Brahmin's obligation.
- (b) The Vedic priest was like a recorded audio cassette.
- (c) McNeill studied the behaviour of Brahmin priests.
- (d) Vedic hymns had not been scripted.

Q 21. Developed countries have made adequate provisions for social security for senior citizens. State insurers (as well as private ones) offer medicare and pension benefits to people who can no longer earn. In India, with the collapse of the joint family system, the traditional shelter of the elderly has disappeared. And a State faced with a financial crunch is not in a position to provide social security. So, it is advisable that the working population give serious thought to building a financial base for itself.

Which one of the following, if it were to happen, weakens the conclusion drawn in the above passage the most?

- (a) The investable income of the working population, as a proportion of its total income, will grow in the future.
- (b) The insurance sector is underdeveloped and trends indicate that it will be extensively privatized in the future.
- (c) India is on a path of development that will take it to a developed country status, with all its positive and negative implications.
- (d) If the working population builds a stronger financial base, there will be a revival of the joint family system.

Q 22. Various studies have shown that our forested and hilly regions and, in general, areas where biodiversity—as reflected in the variety of flora—is high, are the places where poverty appears to be high. And these same areas are also the ones where educational performance seems to be poor. Therefore, it may be surmised that, even disregarding poverty status, richness in biodiversity goes hand-in-hand with educational backwardness.

Which one of the following statements, if true, can be said to best provide supporting evidence for the surmise mentioned in the passage?

- (a) In regions where there is little variety in flora, educational performance is seen to be as good as in regions with high variety in flora, when poverty levels are high.
- (b) Regions which show high biodiversity also exhibit poor educational performance, at low levels of poverty.
- (c) Regions which show high biodiversity reveal high levels of poverty and poor educational performance.
- (d) In regions where there is low biodiversity, at all levels of poverty, educational performance is seen to be good.

Direction for questions 23 to 25: Read the passage given below and solve the questions based on it.

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 alms 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 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 main 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 measures, the criteria, and if our creative drive comes from the very depths 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 it; 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.

Q 23. 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.

Q 24. 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 subjects.

Q 25. 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.

Direction for questions 26 to 28: *The following sentences each contain two blanks, indicating that something has been left out of the sentence. Each answer choice contains one word or a set of words. Select the word or set of words, that, when inserted in the blank(s), best fits the context of the sentence.*

Q 26. Although some think the terms "bug" and "insect" are _____, the former term actually refers to _____ group of insects.

5.18 □ Section Tests

- (a) parallel, an identical
- (b) precise, an exact
- (c) interchangeable, a particular
- (d) exclusive, a separate

Q 27. The novel's protagonist, a pearl diver, naïvely expects that the buyers will compete among themselves to pay him the best price for his pearl, but instead they _____ to _____ him.

- (a) venture, reward
- (b) pretend, praise
- (c) conspire, reimburse
- (d) collude, swindle

Q 28. His _____ sense of humour caused more _____ than he must have intended.

- (a) debunk, sobriety
- (b) wry, confusion
- (c) prominent, impudence
- (d) incorrigible, paucity

Direction for questions 29 and 30: *For each of the two questions, indicate which of the statements given, with that particular question is consistent with the description of the unseasonable man in the passage below.*

Unreasonableness is a tendency to do socially permissible things at the wrong time. The unreasonable man is the sort of person who comes to confide in you when you are busy. He serenades his beloved when she is ill. He asks a man who has just lost money by paying a bill for a friend to pay a bill for him. He invites a friend to go for a ride just after the friend has finished a long car trip. He is eager to offer services which are not wanted but which cannot be politely refused. If he is present at arbitration, he stirs up dissension between the two parties, who were really anxious to agree. Such is the unreasonable man.

Q 29. He tends to

- (a) entertain women.
- (b) be a successful arbitrator when dissenting parties are anxious to agree.
- (c) be helpful when solicited.
- (d) tell a long story to people who have heard it many times before.

Q 30. The unreasonable man tends to

- (a) bring a higher bidder to a salesman who has just closed a deal.
- (b) disclose confidential information to others.
- (c) sing the praises of the bride when he goes to a wedding.
- (d) sleep late and rise early.

Direction for questions 31 to 34: *Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are four lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.*

Q 31. Psychology has slowly evolved into an _____ scientific discipline that now functions autonomously with the same privileges and responsibility as other sciences.

- (a) independent
- (b) unusual
- (c) uncontrolled
- (d) inactive

Q 32. A major goal of law, to deter potential criminals by punishing wrongdoers, is not served when the penalty is so seldom invoked that it _____ to be a _____ threat.

- (a) tends...serious
- (b) appears....real
- (c) ceases....credible
- (d) fails....deceptive

Q 33. When people are happy, they tend to give _____ interpretations of events they witness: the eye of the beholder is _____ by the emotions of the beholder.

- (a) charitable...colored
- (b) elaborate....disquieted
- (c) vague...sharpened
- (d) coherent....confused

Q 34. Even those who disagreed with Carmen's views rarely faulted her for expressing them, for the positions she took were as _____ as they were controversial.

- (a) complicated
- (b) thoughtful
- (c) political
- (d) subjective

ANSWERS

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(EBCAD)	2	(ABCDE)	3	(CDEAB)	4	(c)
5	(d)	6	(d)	7	(b)	8	(c)
9	(a)	10	(c)	11	(d)	12	(d)
13	(a)	14	(a)	15	(d)	16	(a)
17	(d)	18	(b)	19	(c)	20	(b)
21	(c)	22	(d)	23	(b)	24	(d)
25	(a)	26	(c)	27	(d)	28	(b)
29	(d)	30	(a)	31	(a)	32	(c)
33	(a)	34	(b)				

HINTS AND EXPLANATIONS

1. (EBCAD) The paragraph talks about pain. It opens with a general statement that pain is caused by ‘non acceptance of what is’. The 2nd sentence explains it further and says that the fault lies in identification with the mind. The 3rd sentence takes the idea further, and the 1st sentence sums up the problem of identification with mind. The 4th sentence sums up and concludes the discussion. Hence EBCAD is the answer.
2. (ABCDE) The paragraph opens with the 1st sentence which is the author’s assertion about the journey to the ‘unmanifested realm in deep sleep’. The second sentence uses the word ‘Source’ for unmanifested in the previous sentence. The 3rd explains (‘it’ refers to the source) how it sustains with vital energy; the 4th sentence underscores its importance. The 5th and the last element talks about an observation about the process of getting into the dreamless state. Hence ABCDE is the answer.
3. (CDEAB) The paragraph introduces the idea of an innovative product to curb pollution, hence 3rd is the opener. The 4th sentence introduces the person behind the product. And the 5th provides further details about his business of ‘fresh air farming’.
- The 1st sentence indicates how this is done. The 2nd is the concluding statement about ‘the flavours you can breathe’ which corresponds with ‘aroma’ mentioned in the first sentence, and the financial success of the business idea; Hence CDEAB is the answer.
4. (c) Answer is option (c). The athletic director fails to consider the relevant possibility which is mentioned in the passage above. Other options are not true as per the condition given. Hence the answer is option (c).
5. (d) Author in the passage argues that interference with the actions of individuals does not enhance the general welfare which is option (d). All other options are not true as per the passage given. Hence the answer is option (d).
6. (c) The word “although” indicates that the two parts of the sentence contrast with each other: although most people think about the terms “bug” and “insect” one way, something else is actually true about the terms. Option (c) logically completes the sentence, indicating that while most people think the terms are “interchangeable,” the term “bug” actually refers to a “particular” group of insects.
7. (d) The sentence states that the pearl diver expected one kind of behaviour from the buyers, but

5.20 □ Section Tests

instead they behaved in a different way. Since the pearl diver expected the buyers to “compete among themselves to pay him the best price,” the correct answer must be two words that make the last clause describe an opposite situation. Option (d) is the best answer: Instead of competing to pay the pearl diver the best price, the buyers colluded (or plotted) to “swindle” him.

28. (b) The clue word in this sentence is “caused”. The speaker had some unintended effect on his audience. Wry means dry or twisted humor and confusion would certainly be a potential unintended effect from this speaking style. Hopefully, you were able to use process of elimination on many of these answer choices as the dual words doubles the chances you will know the meaning of at least one of the words and be able to eliminate the answer choice if it does not fit. The correct answer is option (b).
31. (a) The sentence contains attributive interpretation of the scientific discipline of equivalent scientific discipline of pre-modifier modified content, so space should be filled with ‘independent’ as autonomous is independent, therefore, answer is option (a). Whereas, all other options are incorrect. Hence the answer is option (a).
32. (c) According to the sentence, when the penalty is rarely(seldom) executed, so that it no longer is a reliable threat, the main goal of the law – by punishing wrongdoers to deter potential offenders would not be guaranteed, therefore, option (c), is correct answer choice. Whereas, option (a), is incorrect, as it is not fitting in the sentence. Similarly, options (b) and (d), are incorrect. Hence the answer is option (c).
33. (a) In the sentence, space 1 to be filled with an adjective modifying “For interpretations of events they witness”. So, space is to express happiness. In option (a), charitable is kind-hearted, in option B, disquieted is uneasy. In option (c), vague is unclear and in option (d), coherent is logical. So, with this, option (a), is correct answer choice. Other options are not satisfying in the sentence. Hence the answer is option (a).
34. (b) According to the passage, space to be filled with an adjective, expressing “her position”, so the space to express is “little doubt she expressed these views” means that a positive word should be there. So, option (a), is complex, not correct. Option (c), is related to politics, which is incorrect. Option (d), is also incorrect. We left with option (a), which is correct answer choice. Hence the answer is option (b).

Section Test



3

ABOUT THE TEST

1. There are 34 questions in this test
2. Each question carries three marks
3. You have 60 minutes to solve this test

Direction for questions 1 to 4: *Answer the questions independently.*

Q 1. A theory of population given by Malthus postulates that the supply of food can never move in step with growth rate in human population as food supply increases arithmetically while population multiplies geometrically.

Which of the following statements, if true, could weaken the Malthusian argument?

- (a) The supply of food is lagging behind population in many of the countries.
- (b) Technological advancements in long-distance transportation have facilitated migration greatly and this in part has contributed to removal of natural barriers to population.
- (c) Medical advances in the development of better contraceptives may contribute to checking population growth.
- (d) For many sections of society, using contraceptive methods militates against their religious tenets.

Q 2. “Power corrupts and absolute power corrupts absolutely”

You are most likely to refute your opponent’s argument using the above line, if he says that

- (a) Power flows from the barrel of the gun
- (b) Uneasy lies the head that wears the crown
- (c) The opposition parties are redundant in a democracy and are valuable only for their decibel-power.
- (d) Political power is a function of one’s professed honesty in public

Q 3. “Ronaldo scored at least ten goals in the last World Cup Soccer Tournament”.

This inference can be logically deduced from which of the following statements?

- (a) The average score in terms of goals of all those included in Ronaldo’s team was least above 100.
- (b) Had someone not scored ten goals, he would have been refused a berth on the team for next tournament, Ronaldo was offered a berth in the team for the next tournament.
- (c) Only those having scored at least ten goals can see the opening ceremony. Ronaldo can watch the parade ceremony.

5.22 □ Section Tests

- (d) In green-room pre-match briefings, no one scoring less than ten goals in the last tournament is ever seated on the first few rows of sofas. Ronaldo is seated in the fourth row.

Q 4. The sense of delayed gratification, of working now for later pleasure, has helped shape the economic behavior of our society. However, that sense is no longer nurtured as consistently in our children as it once was. For example, it used to take a bit of patience to put together the toys that children got in cereal boxes; now the toys come from the boxes whole.

Which of the following is an assumption of the passage above?

- (a) The toys in cereal boxes have changed partly because the economic conditions of our society have improved
 - (b) The influence of promotion gimmicks on the economic behavior of our society has increased over the years
 - (c) The toys that used to come in cereal boxes were put together by the same children who played with them
 - (d) Part of the pleasure of any toy lies in putting the toy together before playing with it

Direction for questions 5 to 8: *Read the passage given below and solve the questions based on it.*

The main idea conveyed by the report is that our children do not get a chance to enjoy learning at school because the syllabi are irrationally organized, teaching is textbook centered, and the system of examinations instills fear and encourages mechanical repetition. Textbooks developed along the lines of re-conceptualized syllabi can attempt to integrate positive values, life skills, aesthetic sensibility and concern for the environment. They are interactive and make a conscious effort to point both children and the teachers towards other sources of learning such as neighbourhood, nature, etc. In addition two parallel challenges deserve attention. The first is examination reforms. Rigid indifference to individual differences is the major flaw of the present system. From the quality of questions to the manner of evaluation, it favours drilled preparedness and ignores independent thought while the unrealistically high cut-offs in coveted colleges are a further sign of systematic inefficiency. It is hardly surprising that the very thought of examinations makes the young depressed. Moreover, practices of splitting unified topics into arbitrary bits carrying small marks value encourage teachers to concentrate on scoring topics overlooking the importance of perspective and overall understanding. Little surprise that many

elite high-fee schools are opting for International Baccalaureate not because it offers status with its global certification but for its flexibility and respect for individual differences in learning.

The second area is teacher training, which suffers from obsolete notions. Most teachers are trained mainly to cover the syllabus in a mechanical exam-oriented manner. By insisting that every child move at the same pace in all subjects teacher encourage rote learning and ridicule for those who fall behind. Teacher training, whether for nursery or secondary school teachers should be embedded in courses which have the capacity to develop both the teacher's personality and perspective on society by linking subject learning with reflective and creative project work. The ultimate responsibility lies with universities and institutes of higher learning to ensure the quality of all teachers. Initiatives to improve the content of teacher training courses will ensure utilization of desolate university campuses during summer vacations which conceal an enormous waste of infrastructure and expertise. The quality of education is a reflection of the quality of teachers and major improvements in their training and working conditions will motivate the young to pursue a teaching career and determine how India fares in the pursuit of economic and social development in the years to come.

Q 5. Which of the following factors is responsible for children's dislike of learning?

Q 6. Which of the following is not true in the context of the passage?

- (a) Examinations arouse negative emotions in students.
 - (b) Weak students are at a disadvantage if teachers force students to learn at same speed.
 - (c) Holding teacher training courses only during the academic year will help teachers cover the syllabus in an exam-oriented manner.
 - (d) The responsibility for improving the quality of teachers lies in the hands of universities.

Q 7. According to the author, which of the following conditions will influence India's future development?

- A. Replacing traditional educational systems with globally accepted foreign system.

- B. Improving employment conditions of teaching staff.
 - C. Getting global accreditation for India college courses
 - (a) Only A
 - (b) Both A and B
 - (c) Both B and C
 - (d) Only B

Q 8. What will be the impact of having an interactive syllabus?

- (a) Teachers and students will explore sources other than the textbook.
 - (b) Students may get distracted and perform poorly in examinations.
 - (c) Weaker students may get left behind.
 - (d) Teachers may not be able to cover the entire syllabus for the examination.

Direction for questions 9 to 11: Each question given below has an opening statement and a closing statement. In-between, there are four other sentences labelled A to D. You are required to choose the most coherent and logical sequencing of the four sentences.

- Q 9. 1. The prospects for democracy in the Third World are again a subject of practical concern.

 - A. They have generally failed to produce material prosperity or political stability.
 - B. At worst their oppressiveness involved incarceration and brutality.
 - C. Various forms of dictatorship have been tried.
 - D. Their repressiveness has at best curtailed freedom of expression.
 - 6. But is awareness of the consequences of dictatorship enough to ensure the triumph of democracy?
 - (a) ABCD
 - (b) CADB
 - (c) DBAC
 - (d) CBDA

Q 10. 1. The basic economic resource is knowledge.

- A. The wealth creating activities will be the allocation to productive uses of neither capital nor labour.
- B. The representative social groups of the knowledge society will neither be the capitalist nor the worker.
- C. They will centre around productivity and innovation, both applications of knowledge to work.
- D. The ruling group will be the knowledge workers, knowledge executives, knowledge professionals and knowledge entrepreneurs.

6. Practically all of them will be employed, either originally, or eventually in knowledge organizations.

- (a) BACD (b) BDCA
 (c) ACBD (d) ACDB

Q 11. 1. Science has sought to escape from the doctrine of perpetual flux by finding some permanent substratum amid changing phenomena.

Direction for questions 12 to 14: *Read the passage given below and solve the questions based on it.*

In all languages, the most frequently used words evolve at the slowest pace, say researchers in a paper published in *Nature*. In one of the papers, Harvard University researchers researched the evolution of English verb conjugations spanning 1,200 years while the Reading University researchers reviewed cognates (words sounding similar in different languages and carrying the same connotation, such as “water” and the German “*wasser*”) to discover how all Indo-European tongues have evolved from a single, common ancestor.

Pagel and his co-workers examined some 210 words in 87 Indo-European languages, including those for “water,” “two,” “to die” and “where.” The number of cognate classes for each word ranged from one for frequent concepts such as *numbers* to 46 different basic sounds to portray a single entity like a *bird*. The word used to describe the idea of *three* in all Indo-European languages and English is quite similar: from *tres* in Spanish to *drei* in German to the Hindi *teen*. Contrarily, *bird* has several sounds like *pajaro* in Spanish and *oiseau* in French.

Thereafter, they narrowed their attention to their usage frequency in four Indo-European languages—English, Spanish, Greek and Russian. It was found that they were used at similar rates even if the synonymous

5.24 □ Section Tests

words were not cognates. "The high frequency words in Spanish are the same as in those the high frequency English," say he. "That points to the possibility of our coming up with an Indo-European frequency of use."

The researchers have found that it would take just 750 years to replace less-used words and up to 10,000 years for new words to come into existence. The Harvard researchers studied the roots of the English language, tracing verb conjugations from 1,200 years ago to its current form. Over time, many past tense forms of verbs have died out in the English language and now only one persists as a rule: adding “-ed” to the verb-ending.

Some research on grammatical texts from Old English catalogued all the irregular verbs. Among them: the still irregular “sing”/“sang,” “go”/“went” as well as the now-regularized “smite” which once was “smote” in Old English but since has become “smited,” and “slink,” which is now “slinked” but 1,200 years ago was “slunk.” The researchers identified 177 irregular verbs in Old English and 145 that were still irregular in Middle English; however today, only 98 of the 177 verbs remain not “regularized.”

After computing their usage frequency, the researchers concluded that the words that evolved most quickly into regular forms were used less than others. In reality, given two verbs, if one was used 100 times less frequently than others, it would evolve 10 times faster than them. They also predict that the past tense of *wed* will regularize from *wed* to *wedded* in near future.

Bela Sen, in her *The Computational Nature of Language Learning and Evolution* says these findings are in line with lexical evolution models. “Languages are constantly changing,” she notes. “In biological evolution, that fact has received great attention, but linguistically, this is happening constantly.”

Q 12. The principal purpose of the passage is to:

- (a) Talk about the usage frequency of common words in four different Indo-European languages.
 - (b) Make the point that even now, there is uncertainty about the origins of some words in Indo-European languages.
 - (c) Inform the reader of the controversy surrounding a particular issue in linguistic research.
 - (d) Emphasize the idea that in linguistic research, certain issues are still not resolved.

Q 13. If you were to complete the last paragraph above, which of the following would be the best bet?

- (a) Languages, all the more, are evolving over time just like the animal species do.

- (b) This constant linguistic evolution has been the reason for all the confusion about the usage of specific words.
 - (c) In a nutshell, the survival of the fittest applies here, too.
 - (d) In the last analysis, nothing succeeds like success in language, too.

Q 14. Which of the following **CANNOT** be inferred from the passage?

- A. The past tense verb of *drink* should become *drinked* instead of *drank* earlier than *cost* becomes *costed* in future.
 - B. Many irregular verbs have been “regularized” with time.
 - C. English has many features in common with Spanish.
 - (a) A and C
 - (b) A and B
 - (c) B only
 - (d) A only

Direction for questions 15 to 20: Read the passage given below and solve the questions based on it.

Discussion of the assimilation of Puerto Ricans in the United States has focused on two factors: social standing and the loss of national culture. In general, excessive stress is placed on one factor or the other, depending on whether the commentator is North American or Puerto Rican. Many North American social scientists, such as Oscar Handlin, Joseph Fitzpatrick, and Oscar Lewis, consider Puerto Ricans as the most recent in a long line of ethnic entrants to occupy the lowest rung on the social ladder. Such a "sociodemographic" approach tends to regard assimilation as a benign process, taking for granted increased economic advantage and inevitable cultural integration, in a supposedly egalitarian context. However, this approach fails to take into account the colonial nature of the Puerto Rican case, with this group, unlike their European predecessors, coming from a nation politically subordinated to the United States. Even the "radical" critiques of this mainstream research model, such as the critique developed in *Divided Society*, attach the issue of ethnic assimilation too mechanically to factors of economic and social mobility and are thus unable to illuminate the cultural subordination of Puerto Ricans as a colonial minority.

In contrast, the "colonialist" approach of island-based writers such as Eduardo Seda-Bonilla, Manuel Maldonado-Denis, and Luis Nieves-Falcon tends to view assimilation as the forced loss of national culture in an unequal contest with imposed foreign values. There is, of course, a strong tradition of cultural accommodation among other Puerto Rican thinkers. The writings of Eugenio

Fernandez Mendez clearly exemplify this tradition, and many supporters of Puerto Rico's commonwealth status share the same universalizing orientation. But the Puerto Rican intellectuals who have written most about the assimilation process in the United States all advance cultural nationalist views, advocating the preservation of minority cultural distinctions and rejecting what they see as the subjugation of colonial nationalities.

This cultural and political emphasis is appropriate, but the colonialist thinkers misdirect it, overlooking the class relations at work in both Puerto Rican and North American history. They pose the clash of national cultures as an absolute polarity, with each culture understood as static and undifferentiated. Yet both the Puerto Rican and North American traditions have been subject to constant challenge from cultural forces within their own societies, forces that may move toward each other in ways that cannot be written off as mere "assimilation". Consider, for example, the indigenous and Afro-Caribbean traditions in Puerto Rican culture and how they influence and are influenced by other Caribbean cultures and Black cultures in the United States. The elements of coercion and inequality, so central to cultural contact according to the colonialist framework play no role in this kind of convergence of racially and ethnically different elements of the same social class.

Q 15. The author's main purpose is to

- (a) criticize the emphasis on social standing in discussions of the assimilation of Puerto Ricans in the United States.
- (b) support the thesis that assimilation has not been a benign process for Puerto Ricans.
- (c) defend a view of the assimilation of Puerto Ricans that emphasizes the preservation of national culture.
- (d) indicate deficiencies in two schools of thought on the assimilation of Puerto Ricans in the United States.

Q 16. According to the passage, cultural accommodation is promoted by

- (a) many supporters of Puerto Rico's commonwealth status.
- (b) Manuel Maldonado-Denis.
- (c) the author of *Divided Society*.
- (d) the majority of social scientists writing on immigration.

Q 17. It can be inferred from the passage that a writer such as Eugenio Fernandez Mendez would most likely agree with which of the following statements concerning members of minority ethnic groups?

- (a) The members of such groups generally encounter a culture that is static and undifferentiated.
- (b) It is necessary for the members of such groups to adapt to the culture of the majority.
- (c) Social mobility is the most important feature of the experience of members of such groups.
- (d) Social scientists should emphasize the cultural and political aspects of the experience of members of such groups.

Q 18. The author implies that the Puerto Rican writers who have written most about assimilation do NOT do which of the following?

- (a) Regard assimilation as benign.
- (b) Resist cultural integration.
- (c) Describe in detail the process of assimilation.
- (d) Take into account the colonial nature of the Puerto Rican case

Q 19. It can be inferred from the passage that the "colonialist" approach is so called because its practitioners

- (a) support Puerto Rico's commonwealth status.
- (b) have a strong tradition of cultural accommodation.
- (c) pose the clash of national cultures as an absolute polarity in which each culture is understood as static and undifferentiated.
- (d) regard the political relation of Puerto Rico to the United States as a significant factor in the experience of Puerto Ricans.

Q 20. The author regards the emphasis by island-based writers on the cultural and political dimensions of assimilation as

- (a) ironic.
- (b) dangerous.
- (c) fitting but misdirected.
- (d) illuminating but easily.

Direction for questions 21 to 23: Read the passage below and solve the questions based on it.

The education sector in India is in ferment, hit by a storm long waiting to happen. The butterfly that flapped its wings was the much-reiterated statement in a much publicized report that hardly a fourth of graduating engineers, and an even smaller percentage of other graduates, was of employable quality for IT-BPO jobs. This triggered a cyclone when similar views were echoed by other sectors which led to widespread debate. Increased industry academia interaction, "finishing schools", and other efforts were initiated as immediate

5.26 □ Section Tests

measures to bridge skill deficits. These, however, did not work as some felt that these are but band-aid solutions: instead, radical systemic reform is necessary.

Yet, there will be serious challenges to overdue reforms in the education system. In India—as in many countries education is treated as a holy cow: sadly, the administrative system that oversees it has also been deceived. Today, unfortunately, there is no protest against selling drinking water or paying to be cured of illness, or for having to buy food when one is poor and starving; nor is there an outcry that in all these cases there are commercial companies operating on a profit making basis. Why then, is there an instinctively adverse reaction to the formal entry of ‘for-profit’ in statutes in the realm of education? Is potable water, health or food, less basic a need, less important a right, than higher education?

Well-run corporate organizations, within an appropriate regulatory framework, would be far better than the so-called trusts which barring some noteworthy exceptions are a blot on education. However, it is not necessarily a question of choosing one over the other: different organizational forms can co-exist, as they do in the health sector. A regulatory framework which creates competition, in tandem with a rating system, would automatically ensure the quality and relevance of education. As in sectors like telecom, and packaged goods, organizations will quickly expand into the hinterland to tap the large unmet demand. Easy loan/scholarship arrangements would ensure affordability and access.

The only real structural reform in higher education was the creation of the Institutes for Technology and Management. They were also given autonomy and freedom beyond that of the universities. However, in the last few years, determined efforts have been underway to curb their autonomy. These institutes, however, need freedom to decide on recruitment, salaries and admissions, so as to compete globally.

However, such institutes will be few. There we need a regulatory framework that will enable and

encourage States and the Center, genuine philanthropists and also corporates to set up quality educational institutions. The regulatory system needs only to ensure transparency, accountability, competition and widely-available independent assessments or ratings. It is time for radical thinking, bold experimentation and new structures; it is time for the government to bite the bullet.

Q 21. Which of the following suggestion have been made by the author to improve the state of education in India?

Q 22. According to the author, what 'triggered a cyclone' which saw similar views on the state of education being echoed across other sectors as well?

- being sensed across other sectors as well.

 - (a) The campaign for allowing corporates in the education sector on a 'for-profit' basis.
 - (b) The support for the increase in the industry-academia interaction.
 - (c) The report mentioning that only a small percentage of graduates were employable in software industry.
 - (d) The report supporting the idea of making the education completely 'for-profit', in order to improve upon the standards.

Q 23. Which suggestion does the author make in order to make the institutes of higher learning for Technology and Management capable of competing globally?

- (a) To limit their autonomy to acceptable limit and give partial controls to the government.
 - (b) To allow corporate organizations to take them over in order to provide more funds.
 - (c) To increase the allocation of funds to such institutes.
 - (d) To provide freedom to decide on recruitment, salaries and admissions.

Direction for questions 24 to 25: Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentence from among the four given choices to construct a coherent paragraph.

- Q 24. A. With that, I swallowed the shampoo, and obtained most realistic results almost on the spot.
 B. The man shuffled away into the back regions to make up a prescription, and after a moment I got through on the shop-telephone to the Consulate, intimating my location.
 C. Then, while the pharmacist was wrapping up a six-ounce bottle of the mixture, I groaned and inquired whether he could give me something for acute gastric cramp.
 D. I intended to stage a sharp gastric attack, and entering an old-fashioned pharmacy, I asked for a popular shampoo mixture, consisting of olive oil and flaked soap.
 (a) DCBA (b) DACB
 (c) BDAC (d) BCDA

- Q 25. A. Since then, intelligence tests have been mostly used to separate dull children in school from average or bright children, so that special education can be provided to the dull.
 B. In other words, intelligence tests give us a norm for each age.
 C. Intelligence is expressed as intelligence quotient, and tests are developed to indicate what an average child of a certain age can do, what a 5-year-old can answer, but a 4 year-old cannot, for instance.
 D. Binet developed the first set of such tests in the early 1900s to find out which children in school needed special attention.
 E. Intelligence can be measured by tests.
 (a) CDABE (b) DE CAB
 (c) EDACB (d) CBADE

Direction for questions 26 to 27: The following sentences each contain ONE blank, indicating that something has been left out of the sentence. Each answer choice contains one word or a set of words. Select the word or set of words, that, when inserted in the blank(s), best fits the context of the sentence.

- Q 26. Because Ranjan was generally _____ on the football field, he was genuinely touched by the amount of praise he received for his game-winning touchdown.
 (a) indelible (b) methodical
 (c) pious (d) unheralded
- Q 27. Although the professor was quite prominent in her field, she wore an air of _____ while lecturing her students.

- (a) unanimity (b) sanction
 (c) modesty (d) parsimony

Direction for questions 28 to 30: Each question consists of sentences each of which contains one or two idioms. Four possible meanings labelled options (1) through (4) are provided below each sentence. Choose the one which best expresses the meaning of the idiom.

- Q 28. I would like to see Hari do his own work for a change instead of always *backseat driving*.
 (a) Driving a car from the back
 (b) Being nagging of work being done by others
 (c) Offering advice
 (d) Annoying

- Q 29. He proved to be *quite a wet blanket* at the party for he spoke to no one and sat by himself.
 (a) He was crying
 (b) Not too involved and discouraged the rest from having fun
 (c) He wet the blanket
 (d) He had covered himself with a wet blanket

- Q 30. Anuj had a *chequered career* since I first knew him as a clerk in the local bank.
 (a) Had a variety of jobs and experiences
 (b) A career which helped him make lots of money
 (c) A career where he signed a lot of cheques
 (d) Did odd jobs

Direction for questions 31 to 34: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are four lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

- Q 31. New research technology and public policy focuses on how seemingly _____ design features generally overlooked in most analysis of public works projects or industrial machinery, actually _____ social choices of profound significance.
 (a) insignificant.....mask
 (b) inexpensive.....produce
 (c) innovative.....represent
 (d) ingenious....permit
- Q 32. Paradoxically, Robinson's excessive denials of the worth of early works science fiction suggest that she has became quite _____ them.
 (a) reflective about
 (b) enamored of
 (c) encouraged by
 (d) offended by

5.28 □ Section Tests

Q 33. Cezanne's delicate watercolor sketches often served as _____ of a subject, a way of gathering fuller knowledge before the artist's final engagement of the subject in an oil painting.

(a) an abstraction
 (b) an enhancement
 (c) a synthesis
 (d) a reconnaissance

Q 34. As for the alleged value of expert opinion, one need only _____ government records to see _____ evidence of the failure of such opinions in many fields.

(a) inspect...questionable
 (b) retain...circumstantial
 (c) distribute...possible
 (d) consult....strong

ANSWERS

Q. No.	Answer						
1	(c)	2	(c)	3	(b)	4	(c)
5	(c)	6	(c)	7	(d)	8	(a)
9	(b)	10	(c)	11	(d)	12	(d)
13	(a)	14	(a)	15	(d)	16	(a)
17	(b)	18	(a)	19	(d)	20	(c)
21	(d)	22	(c)	23	(d)	24	(a)
25	(c)	26	(d)	27	(c)	28	(b)
29	(b)	30	(a)	31	(a)	32	(b)
33	(d)	34	(d)				

HINTS AND EXPLANATIONS

1. (c) The correct answer here must hint at either a decline in population growth rate or a rise in food output so as to disprove the demand-supply gap discussed by Malthus.

Option (a), to some extent, only supports the theory and is hence ruled out as a possible answer. Option (b) is quite irrelevant as it does not even allude to population growth, but instead talks of the reasons for human migration. Option (d) is giving us a reason why population of certain communities goes on increasing due to their religious beliefs. It talks of the reasons for population growth, but does not say anything on the topic in question.

2. (c) Option (a), a quote by Mao Tse Tung, conveys the idea of political power emanating from the use of force to which the key line cannot be a suitable refutation. The responsibilities and duties that go with a high profile job are being highlighted

in option (b), to which gain the key sentence cannot be an appropriate reply. The key sentence is a famous quote, attributed to Lord Acton, the famous British politician, encapsulates the very importance of having an effective opposition in a democracy of any kind. To this idea, one can give an effective counter-reply in the form of option (c), which alleges that the opposition parties are totally useless in a democratic setup.

3. (b) The number of goals scored by the entire team does not give us any clue regarding what Ronaldo did. Now we cannot average out, and even if we do, we would be applying our general knowledge of sports, which is ruled out in this question on logic. So option (a) is ruled out. In option (c), note the word opening and parade carefully, which do not amount to the same thing. One could be easily taken in by the looks of the answer, but a careful study would reveal that we are not entirely clear

about what the parade ceremony means, the inaugural or the valedictory. So is true of option (d), which tries to confuse you by mentioning the first few sofas and then talking about the fourth row, which may or may not be a part of the first few sofas.

4. (c) The assumption from the above passage is the toys that used to come in cereal boxes were put together by the same children who played with them, as the example cited by the author would not stand if it is accepted that in the past children were not assembling the toys instead were used to get the toys assembled by somebody else also the change in consistency of that sense in children could not be made. Other options are not based on the assumptions. Hence the answer is option C.

12. (d) Option (a) represents one of the ideas explored by Pagel (paragraph 3) in the course of his research to prove his point. So it is part of the whole story, certainly not the whole itself.

There is no controversy at all being discussed here, thereby ruling out option 3. In fact, the entire passage talks of complete agreement on the issue between the two sets of researchers.

Option (b) is not only factually wrong, but also is only a part of the focus of this entire passage.

Thus option (d) happens to be the best one in the sense that it is all-encompassing, beyond any doubt and is very clearly mentioned in the first two paragraphs.

Hence, option (d) is the answer.

13. (a) The last few lines emphasize the idea of evolution of words in language like that of species in biological evolution. A suitable closing line should be one that either negates or corroborates the idea most logically.

Option (b) does not make any logical sense as there is no confusion at all either hinted at or suggested here.

Option (c) is a misleading one as in the passage, the author does not even hint at the fact there is some competition among words.

Hence, option (a), which carries forward the idea appropriately (note the word *constantly* in the last line, which supports *all the more* in the option), is the most suitable answer.

Hence, option (a) is the answer.

14. (a) Since *eat* is a higher-frequency word in contrast with *cost* in general, it should evolve into a regular form much more slowly than *cost*, in terms of the passage. So A is wrong. B is correct because the last line of paragraph 5 clearly mentions this idea. The idea contained in C is not supported by the contents of the passage. The only thing mentioned in paragraph 3 is the fact both Spanish and English have the same high-frequency words. Hence, C is an incorrect choice here. Hence, option (a) is the answer.

26. (d) This sentence's clue word is "because". *Unheralded* means unappreciated or unnoticed. Clearly Ranjan was not the star of this team and was not used to receiving accolades. Hence, correct answer is (d).

27. (c) *Although* is the clue word. Choice A may have confused you if you mistook unanimity with anonymity. This is an example of 2 words that are similar in appearance and enunciation, but vastly different in meaning. This is also another reason you should examine all answer choices in the examination. The answer is choice (c).

28. (b) "Backseat driver" is A passenger who constantly advises, corrects, or nags about the work done by others.

29. (b) A person who is a "*wet blanket*" is someone who is not comfortable to be around.

30. (a) "Chequered career" is, "marked by fluctuations of fortune, acquiring different experiences".

31. (a) As, as new technology research and public policy concerned, as how it looks on the surface does not make any sense design features to cover up with a profound sense of social choice, these designs are "generally overlooked", which states that option (a), is correct answer choice. other options are not related to the insignificance of the design features. Hence the answer is option (a).

32. (b) A paradox is a contradiction. Robinson's "denials of the worth of science fiction" might suggest it is of no interest. But they are "excessive denials" implying more than necessary, this would suggest a contradiction, therefore, the correct answer choice is option (b), enamored of which means filled with love. Other options are not true, as per the statement. Hence the answer is option (b).

33. (d) According to the statement, a space to express "a richer knowledge of the method(a way of

5.30 □ Section Tests

gathering fuller knowledge)”. So, option (a), is abstract which is incorrect. Enhancement in option (b), is to improve, which is also not correct. Option (c), is also incorrect. Option (d), is correct, as it means inspection or survey, which is related to the sentence. Hence the answer is option (d).

34. (d) According to the sentence given, 1st space should be filled in with a verb as it is the role of targeted government records, and 2nd space is an adjective which is modifying evidence

“failure of such opinions”. The first part alleged (said without proof) expresses “expert opinion” which is a negative review, so space 2nd should be filled with such a word to make a positive one, therefore, option (d), is correct answer choice. Option (a) is incorrect as inspect is to check, which is not fitting the context. In option (b), retain is to hold which is incorrect for the sentence. Option (c) is also incorrect. Hence the answer is option (d).

PART 6

OTHER MBA ENTRANCE PAPERS

-
- 1** Model SNAP Paper 6.3
 - 2** Model XAT Paper 1 6.9
 - 3** Model XAT Paper 2 6.17
 - 4** Model IIFT Paper 6.27

This page is intentionally left blank

Model SNAP Paper

(Based upon Previous Years' SNAP Paper)


 1

ABOUT THE TEST

1. There are 40 questions in this test
2. Each question carries One Mark
3. You have 40 minutes to solve this paper

PATTERN OF SNAP

		Questions	Marks
Section 1	Quantitative and Data Interpretation and Data Sufficiency	40	40
Section 2	Analytical and Logical Reasoning	30	60
Section 3	General Awareness	40	40
Section 4	General English	40	40
		150	180

In the past century, Irish painting has changed from a British-influenced lyrical tradition to an art that evokes the ruggedness and roots of an Irish Celtic past. At the turn of the twentieth century Irish painters, including notables Walter Frederick Osborne and Sir William Orpen, looked elsewhere for influence. Osborne's exposure to "plein air" painting deeply impacted his stylistic development; and Orpen allied himself with a group of English artists, while at the same time participated in the French avant-garde experiment, both as painter and teacher.

However, nationalist energies were beginning to coalesce, reviving interest in Irish culture—including Irish visual arts. Beatrice Elvery's *Eire* (1907), a

landmark achievement, merged the devotional simplicity of fifteenth-century Italian painting with the iconography of Ireland's Celtic past, linking the history of Irish Catholicism with the still-nascent Irish republic. And, although also captivated by the French *plein air* school, Sir John Lavery invoked the mythology of his native land for a 1928 commission to paint the central figure for the bank note of the new Irish Free State. Lavery chose as this figure *Eire*, with her arm on a Celtic harp, the national symbol of independent Ireland.

In Irish painting from about 1910, memories of Edwardian romanticism co-existed with a new sense of realism, exemplified by the paintings of Paul Henry and Sean Keating, a student of Orpen. Realism also crept into the

6.4 □ Other MBA Entrance Papers

work of Edwardians Lavery and Orpen, both of whom made paintings depicting World War I, Lavery with a distanced Victorian nobility, Orpen closer to the front, revealing a more sinister and realistic vision. Meanwhile, counterpoint to the Edwardians and realists came Jack B. Yeats, whose travels throughout the rugged and more authentically Irish West led him to depict subjects ranging from street scenes in Dublin to boxing matches and funerals. Fusing close observations of Irish life and icons with an Irish identity in a new way, Yeats changed the face of Irish painting and became the most important Irish artist of his century.

Q 1. Which of the following best explains the author's use of the word "counterpoint" in referring to Yeats?

- (a) Yeats' paintings differed significantly in subject matter from those of his contemporaries in Ireland.
- (b) Yeats reacted to the realism of his contemporary artists by invoking nineteenth-century naturalism in his own painting style.
- (c) Yeats' paintings suggested that his political views departed radically from those of the Edwardians and the realists.
- (d) Yeats built upon the realism painting tradition, elevating it to unprecedented artistic heights.

Q 2. The author points out the coexistence of romanticism and realism most probably in order to show that

- (a) Irish painters of the early twentieth century often combined elements of realism with those of romanticism into a single painting.
- (b) Irish painters of the early twentieth century tended to romanticize the harsh reality of war.
- (c) Yeats was influenced by both the romantic and realist schools of Irish painting.
- (d) The transition in Irish painting from one predominant style to the other was not an abrupt one.

Q 3. Which of the following is the most likely title of a longer article in which the passage might have appeared?

- (a) "20th Century Irish Masterpieces: A Coalescence of Painting Styles"
- (b) "Realism vs. Romanticism: Ireland's Struggle for National Identity"
- (c) "Irish Paintings: Reflections of an Emerging Independent State"
- (d) "The Role of Celtic Mythology in Irish Painting"

Q 4. Which of the following is not stated in the passage?

- (a) Beatrice tried to link the religious Catholic past of Ireland with that of the emerging republic in his artistic activities.

- (b) Irish tradition differs starkly from that of British tradition which is not as rugged as that of Irish.
- (c) The turn of the twentieth century witnessed a peculiar co-existence of English romanticism with reality in the visual art found in Ireland.
- (d) None of these.

Direction for questions 5 to 9: In each of the following sentences, a part of the sentence is underlined. Beneath each sentence, five different ways of phrasing the underlined part are indicated. Choose the best alternative among the five.

Q 5. Carbon-14 dating reveals that the artefacts recovered at Mesopotamia are nearly 2,000 years as old as any of their supposed European predecessors.

- (a) supposed older than any of their
- (b) as old as their supposedly
- (c) as old as their supposed
- (d) older than any of their supposed

Q 6. Based on accounts of various onlookers, detectives have painted a sketchy picture of the activities that led to the outbreak of violence at the town hall on Saturday evening.

- (a) Based on accounts of various onlookers
- (b) Based it on various onlookers' accounts
- (c) With accounts of various onlookers used for a basis
- (d) Using accounts of various onlookers

Q 7. Unlike a typical automobile loan, which requires a fifteen to twenty-percent down payment, the easy drive loan customer is not required to make an initial deposit on the new vehicle.

- (a) with easy drive loan buying there is no requirement of
- (b) easy drive loan customers are not required to make
- (c) for the easy drive loan customer there is no requirement of
- (d) an easy drive loan does not require the buyer to make

Q 8. In addition to having more protein than wheat does, the protein in rice is higher quality than that in wheat, with more of the amino acids essentials to the human diet.

- (a) the protein in rice is higher quality than that in
- (b) rice has protein of higher quality than that in
- (c) the protein in rice is higher in quality than it is in rice
- (d) rice protein is higher in quality than it is in

Q 9. Had realized how close I was to failing, I would not have taken the CAT exam in the second week of December.

- (a) Had I realized how close
- (b) When I realized how close
- (c) If I would have realized
- (d) If I realized earlier how close

Direction for questions 10 to 12: *In each of the following sentences, a part of the sentence is left unfinished. Beneath each sentence, five different ways in which the sentence can be completed, are indicated. Choose the best alternative among the five.*

- Q 10. The young lecturer was advised to _____ his talk with suitable examples and _____.
 (a) intersperse; illustration
 (b) inundate; exclamations
 (c) include; integuments
 (d) juxtapose; gesticulations
- Q 11. Despite his _____ injuries, the soldier's grip on life was _____.
 (a) terrible; tentative
 (b) fleeting; infallible
 (c) timorous; tantamount
 (d) grave; tenacious
- Q 12. William Blake's _____ on the English country side have left _____ mark on generations of students of English literature.
 (a) calumnies; a scary
 (b) compositions; notwithstanding
 (c) sonnets; an invincible
 (d) eulogies; an indelible

Direction for questions 13 to 16: *In each question, there are pairs of words/phrases that highlighted. From the highlighted word(s)/phrase(s), select the most appropriate words(s)/phrase(s) to form correct sentences. Then, form the options given, choose the best one.*

- Q 13. So a blue-ribbon panel has made clear suggestions, and two respected senators have proposed them as law—this seems **nitpicking** (A)/**straightforward** (B) enough.

But the suggestions involve an **intensive** (A)/**extensive** (B) shake-up that will be far from easy to make reality. Most notably, the 9/11 commission proposed two new entities.

The first is a National Counterterrorism center, **building** (A)/**countering** (B) on the Terrorist Threat Integration Center that was established after the September 11th attacks.

Whereas the current center amounts to a clearing house for terrorism-related information, the proposed

one would set **operational** (A)/ **functional** (B) priorities for fighting terrorism and be responsible for the results.

- (a) ABBA
- (b) BBAA
- (c) BAAA
- (d) BAAB

- Q 14. Pointless regulations **foster** (A)/**abet** (B) graft.

The more **meddlesome** (A)/**irksome** (B) the rule, the greater the incentive to bribe officials not to enforce it.

An excellent new study by the World Bank, “Doing Business in 2005”, shows that red tape is one of the chief **obstacles** (A)/**stepping stones** (B) to growth in almost all poor countries.

The World Bank estimates that if a country in the worst-regulated quartile were to join the best quartile, it would **promote** (A)/**boost** (B) its annual growth rate by 2.2 percentage points.

- (a) BAAA
- (b) ABBA
- (c) BABA
- (d) ABAB

- Q 15. The change in personnel—rarely a good sign—seemed to **presage** (A)/ **prequel** (B) a change in strategy.

Mr Kerry made two phone calls **soliciting** (A)/**seeking** (B) advice from Mr Clinton, who was lying in a hospital's bed awaiting quadruple bypass surgery.

Mr Clinton **apparently** (A)/**probably** (B) told Mr Kerry to concentrate more on the economy and to step up his attacks on Mr Bush.

That has not stopped John Edwards being **warned** (A)/**praised** (B) on the campaign trail by loyalists, “They're going to run you right over and make you look like idiots.

- (a) ABAB
- (b) BBAA
- (c) AAAA
- (d) AABA

- Q 16. In other words, there is probably much more to gain from **promoting** (A)/**slashing** (B) red tape than from begging for more aid.

Especially since donors, unlike air travelers in Angola, are not exactly **queuing up** (A)/**freewheeling** (B) to open their wallets.

Mr. Putin said after Beslan that “we showed ourselves to be weak, and the weak get beaten.” The **implication** (A)/**indication** (B) is that he will now be even tougher in Chechnya.

Not only is that likely to **entertain** (A)/ **stir up** (B) more terrorism; it also ignores one of the conflict's main drivers, which is cash.

- (a) AABA
- (b) AABB
- (c) BABA
- (d) BAAB

6.6 □ Other MBA Entrance Papers

Direction for questions 17 to 23: In each of the questions, choose the meaning of phrase (given in italicized).

- Q 17. President Saddam Hussein's effort to annex Kuwait was nothing short of *setting the Thames* on fire.
(a) A try to achieve an impossible distinction
(b) To destroy the country for nothing
(c) To show his power and might
(d) None of these
- Q 18. One should not stay idle at home; but *be up and doing*.
(a) Sleeping (b) Active
(c) Working (d) Reading
- Q 19. Mr Arjun Singh *snapped his fingers* at Narasimha Rao and got himself in hot water.
(a) To cheat (b) To challenge
(c) To deceive (d) To interfere
- Q 20. We are afraid you may not be led astray in by Arvind's bad company.
(a) Get into trouble (b) Misguided
(c) Killed (d) Lose the job
- Q 21. *To cry wolf*
(a) To give false alarm
(b) To turn pale
(c) To ruin over self
(d) To overcome someone
- Q 22. To be in *drips and drabs*
(a) Without fail
(b) With much ease
(c) In small quantities
(d) With great difficulty
- Q 23. *A hard nut to crack* is
(a) One who is very obstinate
(b) Very difficult child
(c) A walnut or a fruit
(d) Problem that is hard be solved

Direction for questions 24 to 26: Read the passage given below and solve the questions based on it.

The poetic expressiveness and creativity of Japanese women poets of the Manyoshu era is generally regarded as a manifestation of the freedom and relatively high political and economic status women of that era enjoyed. During the Heian period (A.D. 794-1185) which followed, Japanese women became increasingly relegated to domestic roles under the influence of Buddhism and Confucianism, which excluded women from the political and economic arenas. Yet, since poetry of the period came to be defined solely as short lyrical poetry, known as waka, and became the prevailing means of

expressing love, women continued to excel in and play a central role in the development of classical Japanese poetry. Moreover, while official Japanese documents were written in Chinese, the phonetic alphabet kana was used for poetry. Also referred to as onna moji ("women's letters"), kana was not deemed sufficiently sophisticated for use by Japanese men, who continued to write Chinese poetry, increasingly for expressing religious ideas and as an intellectual pastime. Chinese poetry ultimately yielded, then, to waka as the mainstream of Japanese poetry.

- Q 24. Which of the following statements about kana finds the LEAST support in the passage?
(a) It was based on the sound of the Japanese language.
(b) It was used primarily by Japanese women.
(c) It was used for Japanese poetry but not for Japanese prose.
(d) It was considered inappropriate for austere subject matter.
- Q 25. The author's primary purpose in the passage is to
(a) Refute a commonly accepted explanation for the role of women in the development of Japanese poetry.
(b) Identify the reasons for the popularity of a distinct form of literary expression in Japan.
(c) Distinguish between the Japanese poetry of one historical period with that of another.
(d) Distinguish between the writing styles of men and women belonging to a certain period in Japanese history.
- Q 26. One of the following cannot be inferred from the passage
(a) Buddhism and Confucianism dominated the cultural orientation of the Japanese society after the Manyoshu era.
(b) The poetry of an era in the Japanese society served as a manifestation of the status of women during the particular period.
(c) The Heian period had more Chinese influence than that of the Manyoshu era.
(d) Waka was the only form of Japanese poetry that existed during the Heian periods as the other form of poetry was of Chinese in nature.

Direction for questions 27 to 30: Fill in the blanks with the correct option so as to make a correct idiom/phrase.

- Q 27. Pretty kettle of _____
(a) Fish (b) Milk
(c) Dogs (d) Olive

- Q 28. Rain cats and _____
 (a) rats (b) dogs
 (c) pigs (d) lions

- Q 29. _____ spoon in the mouth
 (a) Gold (b) Copper
 (c) Silver (d) Platinum

- Q 30. Bell the _____
 (a) rat (b) dog
 (c) cat (d) lion

Direction for questions 31 to 34: *In the following questions four groups of words are given. In each group one word is misspelt. Find the misspelt word.*

- Q 31. (a) Neighbour (b) Necter
 (c) Necessary (d) Nemesis

- Q 32. (a) Decieve (b) Relieve
 (c) Believe (d) Belief

- Q 33. (a) Amateur (b) Antagonism
 (c) Anticipeted (d) Bureaucracy

- Q 34. (a) Occurred (b) Occured
 (c) Terminate (d) Assurance

Direction for questions 35 to 38: *In the following questions, out of the four alternatives choose the one that can be substituted for the given words/phrase.*

- Q 35. A large scale departure of people from a territory:
 (a) Migration (b) Immigration
 (c) Exodus (d) Aberration

- Q 36. A speech made by someone for the first time:
 (a) Spontaneous (b) Extempore
 (c) Maiden speech (d) Sermon

- Q 37. A disease that affects a large number of people in an area at the same time:
 (a) Endemic (b) Epidemic
 (c) Infectious (d) Contagious

- Q 38. One who has a compulsive desire to steal:
 (a) Pilferer (b) Poacher
 (c) Plagiarist (d) Kleptomaniac

- Q 39. One of the following cannot be said to be the Synonym for ADROIT:
 (a) Deft (b) Skillful
 (c) Clever (d) Awkward

- Q 40. Which of the following will be the Antonym of PARSIMONY?
 (a) Closely Held (b) Free Spending
 (c) Acting (d) Poorly Expressed

ANSWERS

Q. No.	Answer						
1	(a)	2	(d)	3	(c)	4	(d)
5	(d)	6	(d)	7	(d)	8	(b)
9	(a)	10	(a)	11	(d)	12	(d)
13	(b)	14	(d)	15	(c)	16	(d)
17	(a)	18	(b)	19	(b)	20	(b)
21	(a)	22	(c)	23	(d)	24	(c)
25	(d)	26	(d)	27	(a)	28	(b)
29	(c)	30	(c)	31	(b)	32	(a)
33	(c)	34	(b)	35	(c)	36	(c)
37	(a)	38	(d)	39	(d)	40	(b)

Model XAT Paper 1

(Based upon Previous Years' XAT Paper)

2

ABOUT THE TEST

1. There are 30 questions in the test
2. You have 50 minutes to complete this test

- Q 1. Read the sentences and choose the option that best arranges them in a logical order.
- A. He might make the opposite mistake; when I want to assign a name to this group of nuts, he might understand it as a numeral,
 - B. Now, one can ostensively define a proper name, the name of a colour, the name of a material, a numeral, the name of a point of the compass and so on.
 - C. The definition of the number two. “That is called ‘two’ “ pointing to two nuts is perfectly exact. But how can two be defined like that?
 - D. He *may* suppose this; but perhaps he does not.
 - E. The person one gives the definition to doesn’t know what one wants to call “two”; he will suppose that “two” is the name given to this group of nuts!
- (a) 1, 2, 3, 5, 4 (b) 2, 3, 5, 4, 1
(c) 3, 5, 4, 2, 1 (d) 5, 2, 3, 1, 4
(e) 2, 3, 4, 1, 5

Analyse the following transcript (from the movie *Matrix*) and provide an appropriate answer for the questions 2 through 3 that follow.

Neo: Morpheus, what's happened to me? What is this place? Morpheus: More important than what is when. Neo: When? Morpheus: You believe it's the year 1999 when in fact it's closer to 2199. I can't tell you exactly what year it is because we honestly don't know. There's nothing I can say that will explain it for you, Neo. Come with me. See for yourself. This is my ship, the Nebuchadnezzar. It's a hovercraft. This is the main deck. This is the core where we broadcast our pirate signal and hack into the Matrix. Most of my crew you already know. (Next Scene: Construct) Morpheus: This is the construct. It's our loading programme. We can load anything from clothing, to equipment, weapons, training simulations, anything we need. Neo: Right now we're inside a computer programme? Morpheus: Is it really so hard to believe? Your clothes are different. The plugs in your arms and head are gone. Your hair is changed. Your appearance now is what we call residual self image. It is the mental projection of your digital self. Neo: This...this isn't real? Morpheus: What is real? How do you define real? If you're talking about what you can feel, what you can smell, what you can taste and see, then real is simply electrical signals interpreted by your brain. ...This is the world that you know. The world as it was at the end of the twentieth century. It exists now only as part of

6.10 □ Other MBA Entrance Papers

a neural-interactive simulation that we call the Matrix. You've been living in a dream world, Neo. . . . This is the world as it exists today. Welcome to the Desert of the Real. We have only bits and pieces of information but what we know for certain is that at some point in the early twenty-first century all of mankind was united in celebration. We marvelled at our own magnificence as we gave birth to AI. Neo: AI? You mean artificial intelligence?

Morpheus: A singular consciousness that spawned an entire race of machines. We don't know who struck first, us or them. But we know that it was us that scorched the sky. At the time, they were dependent on solar power and it was believed that they would be unable to survive without an energy source as abundant as the sun. Throughout human history, we have been dependent on machines to survive. Fate it seems is not without a sense of irony. The human body generates more bio-electricity than a 120-volt battery and over 25,000 BTU's of body heat. Combined with a form of fusion, the machines have found all the energy they would ever need. There are fields, endless fields, where human beings are no longer born, we are grown. For the longest time I wouldn't believe it, and then I saw the fields with my own eyes. Watch them liquefy the dead so they could be fed intravenously to the living. And standing there, facing the pure horrifying precision, I came to realize the obviousness of the truth. What is the Matrix? Control. The Matrix is a computer generated dream world built to keep us under control in order to change a human being into this. Neo: No. I don't believe it. It's not possible. Morpheus: I didn't say it would be easy, Neo. I just said it would be the truth. Neo: Stop. Let me out. Let me out. I want out.

- Q 2. The innate factor responsible for the status of human beings in later part of 22nd century is
- due to human beings living in a dream world and being happy about it.
 - the ability of human body to generate bio-electricity.
 - the decision to scorch the sky.
 - the development of artificial intelligence by human beings.
 - due to human beings developing the ability to hack into the matrix.

- Q 3. Choose the option that *cannot* be inferred from the idea discussed in the transcript:
- Morpheus and his crew have developed an ability to hack into the matrix.
 - A war between human beings and machines is going on for some decades.

- The sources of power for human beings and machines were different.
- Machines require human beings for their survival now.
- Morpheus and his crew are not entirely controlled by the matrix.

Q 4. Widespread use of lectures in classrooms in business schools leads to severe negative consequences. The first consequence is theoretically knowledgeable graduates who cannot apply theory to solve real world problems. The more serious consequence is that lectures encourage a feeling of total omniscience among them which persists for quite some time after graduating. This feeling prevents "them from learning from their subordinates and colleagues.

Which of the following can best help to reduce these negative consequences among the students in a business school?

- Use illustrations of real life problems in classrooms.
- Send the students to find business problems so that it can be discussed in classrooms.
- Business education to be given to students, who have work experience.
- Modify the pedagogy to have knowledge of theory and application in parallel.
- Removing theoretical inputs from the curriculum altogether; only practical problems to be discussed in classrooms.

Analyse the following passage and provide an appropriate answer for the questions 5 through 6 that follow.

Silver is especially and repetitively savage about what he sees as the extravagant claims made for particle physics, arguing that once the proton, neutron, and electron were found and their properties experimentally confirmed, the very expensive searches for ever more exotic particles, such as the Higgs Boson, were increasingly harder to justify other than by their importance to particle physicists. Most of the particles resemble ecstatic happiness: They are very short-lived and have nothing to do with everyday life. His repeated assault goes to the level of sarcasm: "Finding the Higgs Boson will be a magnificent technical and theoretical triumph. Like a great Bobby Fisher game". Of course, this is a tad unfair, even if some of the claims of its practitioners invite such assaults on their field.

Q 5. Which of the following, if true, will weaken the argument described in the passage?

- (a) All streams of new science need to undergo through a period of uncertainty and we should not criticize research in particle physics alone.
- (b) Necessity is the mother of every invention.
- (c) Knowledge has preceded application in all spheres of science.
- (d) Funding agency supporting research on Higgs Boson do not mind wasting their money.
- (e) Do not expect everyone to appreciate everything.

Q 6. Identify the statement(s) that is(are) logically consistent with the content of the paragraph:

- I. Silver is an ardent critic of Higgs Boson theory.
- II. Everyday life has nothing to do with experimental confirmation of the properties of proton, neutron and electron.
- III. Identifying more information about Higgs Boson is a significant contribution to particle physics.
- IV. Research on exotic particles in particle physics is an expensive proposition.
- (a) Only I (b) Only II
- (c) Only II and IV (d) Only IV
- (e) Only I and IV

Analyse the following passage and provide an appropriate answer for the questions 7 through 8 that follow.

Fashion is different from custom, or rather is a particular kind of it. That is not the fashion which everybody wears, but which those wear who are of a high rank, or character. The graceful, the easy, and the commanding manners of the great, joined to the usual richness and magnificence of their dress, give a grace to the very form which they happen to bestow upon it. As long as they continue to use this form, it is connected in our imaginations with the idea of something that is genteel and magnificent, and though in itself it should be indifferent, it seems, on account of this relation, to have something about it that is genteel and magnificent too. As soon as they drop it, it loses all the grace, which it had appeared to possess before, and being now used only by the inferior ranks of people, seems to have something of their meanness and awkwardness.

- Q 7. Which phrase would be the best title of the passage?
- (a) Proletariat fashion models and fashion shows
- (b) Scourge of fashion
- (c) The clothes maketh the man
- (d) The man maketh the cloth
- (e) Predicting fashion-trends and character

- Q 8. Which is nearest to the central idea in the passage?
- (a) Fashion improves grace of a person.
- (b) Grace is indicated by the fashion adopted.
- (c) Grace is a characteristic of imaginative persons.
- (d) The contemporary nature of fashion portrays the society.
- (e) Grace is a reflection of the person's rank or character.

Q 9. Social roles may either conflict or cooperate within any given person, depending upon the circumstances. They conflict when the behaviour patterns demanded by one role cannot be performed while performing the second role. Thus, one cannot easily be a saintly rake or a feminine brut, but given an understanding husband, a woman can be both a loving wife and a loving mother with no conflict between the roles.

Which of the following methods is used by the author to make his or her point?

- (a) Applying an individual attribute to a whole.
- (b) Implying contradictions without actually citing them.
- (c) Relying on common sense notions of social roles.
- (d) Presenting specific examples to clarify a generality.
- (e) Using paradox to highlight an implicit contradiction.

Q 10. While no one made any _____ the financial scandal while he was in the room, there was a feeling of awe to the _____ created by the broker that had snared many unsuspecting investors under the _____ that everyone would end up rich and the fact that he had been celebrating his _____ of the legal authorities by attending parties.

The option that best fills the blanks in the above paragraph would be:

- (a) delusion, elusion, allusion, illusion
- (b) elusion, illusion, allusion, delusion
- (c) allusion, delusion, illusion, elusion
- (d) illusion, allusion, delusion, elusion
- (e) allusion, illusion, delusion, elusion

Analyse the following passage and provide an appropriate answer for the questions 11 through 12 that follow.

One key element of Kantian ethics is the idea that the moral worth of any action relies entirely on the motivation of the agent: human behaviour cannot be said

6.12 □ Other MBA Entrance Papers

good or bad in light of the consequences it generates, but only with regards to what moved the agent to act in that particular way. Kant introduces the key concept of duty to clarify the rationale underpinning of his moral theory, by analysing different types of motivation. First of all individuals commit actions that are really undertaken for the sake of duty itself, which is, done because the agent thinks they are the right thing to do. No consideration of purpose of the action matters, but only whether the action respects a universal moral law. Another form of action (motivation) originates from immediate inclination: Everyone has some inclinations, such as to preserve one's life, or to preserve honour. These are also duties that have worth in their own sake. But acting according to the maxim that these inclinations might suggest - such as taking care of one's own health - lacks for Kant true moral worth. For example, a charitable person who donates some goods to poor people might do it following her inclination to help the others - that is, because she enjoys helping the others. Kant does not consider it as moral motivation, even if the action is in conformity with duty. The person acting from duty would in fact donate to the other because she recognizes that helping the others is her moral obligation. Final type of motivation suggested by Kant include actions that can be done in conformity with duty, yet are not done from duty, but rather as a mean to some further end. In order to illustrate this type of motivation, Kant provides the following example. A shopkeeper who does not overcharge the inexperienced customer and treats all customers in the same way certainly is doing the right thing - that is, acts in conformity with duty - but we cannot say for sure that he is acting in this way because he is moved by the basic principles of honesty: "it is his advantage that requires it". Moreover, we cannot say that he is moved by an immediate inclination toward his customers, since he gives no preference to one with respect to another. Therefore, concludes Kant, "his action was done neither from duty nor from immediate inclination, but merely for purposes of self-interest".

Q 11. Consider the following examples:

- (i) Red Cross volunteer who donates blood every year to thank an anonymous donor who saved the life of his mother some time back.
- (ii) A voluntary organization which conducts regular blood donation camps to improve its legitimacy.

As per the passage, correct statement(s) related to the above examples would be:

- I. The source of motivation for both examples is same.

II. Individuals may commit actions for reasons beyond duty.

III. Both examples illustrate the concept of moral worth.

- (a) Option I only (b) Option II only
- (c) Options I and II (d) Option III only
- (e) Options II and III

Q 12. Which of the following inferences would be against the ideas in the passage?

I. Kantian ethics considers the moral worth of an inclination on the basis of its consequence.

II. Actions motivated by the inclination of an individual lacks moral worth.

III. Elements of moral obligation reduce the moral worth of a duty, which has some worth in itself.

- (a) Option I only
- (b) Options I and II
- (c) Options II only
- (d) Options III only
- (e) Options II and III

Q 13. "So you want me to proscribe *Ceecee...* ". The most suitable inference about *Ceecee* can be:

- (a) A book written by a senior politician who was expelled recently from the party, revealing the unpalatable secrets about the functioning of the government.
- (b) A newly published book from the most respected management expert worldwide.
- (c) A specific medicine requested by a patient; here the request is made to a family doctor, who is also a close friend of the patient.
- (d) A leader who needs moral support from friends.
- (e) A student who asks for a specific instruction from her teacher.

Q 14. Read the sentences and choose the option that best arranges them in a logical order.

- (a) Well, it may mean various things; but one very likely thinks first of all that a picture of the object comes before the child's mind when it hears the word.
- (b) But what does this mean?
- (c) I will call it "ostensive teaching of words". I say that it will form an important part of the training, because it is so with human beings; not because it could not be imagined otherwise.
- (d) But now, if this does happen – is it the purpose of the word? Yes, it may be the purpose. I can imagine such a use of words (of series of sounds).

- (e) This ostensive teaching of words can be said to establish an association between the word and the thing.
 (a) 2, 3, 4, 5, 1 (b) 2, 3, 5, 4, 1
 (c) 3, 5, 4, 2, 1 (d) 5, 3, 2, 1, 4
 (e) 3, 5, 2, 1, 4

Q 15. The boss called to inform that he _____ be coming to office that day. However the employees did not take it easy as they know it was his _____ to give them a surprise by coming in and checking who was at work. Any employee, once caught not working, would then be required to _____ on the reasons for not working and if the boss was not satisfied, the employee had to work on Sunday to _____ the wrong.

The option that best fills the blanks in the above paragraph would be:

- (a) won't, wont, expatriate, expiate
 (b) won't, wont, expiate, expatriate
 (c) wont, won't, expatriate, expiate
 (d) won't, wont, expatriate, expiate
 (e) wont, won't, expatriate, expatiate

Analyse the following passage and provide an appropriate answer for the questions 16 through 18 that follow.

When we speak of the “probability of death”, the exact meaning of the experience can be defined in the following way only. We must not think of an individual, but of this expression can be defined in the following way only. We must not think of an individual, but of a certain class as a whole, eg., “all insured men forty-one years old living in a given country and not engaged in certain dangerous occupations.” A probability of death is attached to the class of men or to another class that can be defined in a similar way. We can say nothing about the probability of death of an individual even if we know this condition of life and health in detail. The phrase “probability of death”, which it refers to a single person, has no meaning at all.

Q 16. Which of the following conclusions can be drawn from the passage?

- (a) Singular, non replicable events can be assigned numerical probability value.
 (b) Probability calculation requires data of the class of people or of events.
 (c) The data about a class of events can be used to predict the future of any specific event.
 (a) 1 only (b) 2 only
 (c) 1 and 2 (d) 2 and 3
 (e) 1 and 3

Q 17. Which of the following statements would the author(s) disagree to the most?

The outcome of a boxing match to be held in Los Angeles between two boxers, Joe and Mark, belonging to two different boxing clubs can be analysed and an outcome can be assigned a numerical value:

- (a) If assignment of the boxers' current fitness levels and their strengths is done by experts.
 (b) By analysis of outcomes of fights between the boxers belonging to the two clubs.
 (c) By analysis of outcomes of fights between the two boxers at different venues.
 (d) By comparing of outcomes of fights between the two boxers against same opponents.
 (e) By analysis of outcomes of fights between the two boxers at the same venue in Los Angeles.

Q 18. Which of the following statements would the author(s) agree to the most?

The outcome of a boxing match to be held in Los Angeles between two boxers, Joe and Mark, belonging to two different boxing clubs can be analysed and an outcome can be assigned a numerical value:

- (a) If assignment of the boxers' current fitness levels and their strengths is done by experts.
 (b) By analysis of outcomes of fights between the boxers belonging to the two clubs.
 (c) By analysis of outcomes of fights between the two boxers at different venues.
 (d) By comparing of outcomes of fights between the two boxers against same opponents.
 (e) By analysis of outcomes of fights between the two boxers at the same venue in Los Angeles.

Q 19. “The sum of behaviour is to retain a man’s dignity without intruding upon the liberty of others”, stated Sir Francis Bacon. If this is the case, then not intruding upon another’s liberty is impossible.

The conclusion strongly implied by the author of the passage is:

- (a) Retaining one’s dignity is impossible without introducing upon author’s liberty.
 (b) Retaining dignity does not necessarily involve robbing other’s liberty.
 (c) Dignity and liberty are mutually exclusive.
 (d) There is a way the possibility of a ‘dignified intrusion’.
 (e) Retaining dignity never involves intrusion into other’s liberty.

6.14 □ Other MBA Entrance Papers

- Q 20. Gourmet is to gourmand as
(a) aquatic is to aqueduct
(b) foliage is to fodder
(c) ecclesiastic is to earthy
(d) election is to elector
(e) epitaph is to epilogue

- Q 21. In the song sung on Independence day, Ram's voice was _____.

The option that best fills in the blank in the above sentence would be:

- (a) high pitched
(b) pitched high
(c) possessing of high pitch
(d) characterized by pitch
(e) of higher pitch

- Q 22. In the election of 2009, the internet emerged as the new communication _____ to be used by political parties to inform the voters about their agenda.

The option that best fills in the blank in the above sentence would be:

- (a) mode (b) instrument
(c) medium (d) media
(e) method

- Q 23. "Indigestion? Acidity? Unable to sleep?...Don't spend the time tossing and turning! Take Magix for a sound, restful sleep ... you'll soon fall asleep, and wake up refreshed and energized. Remember ... Magix when you are suffering from acidity and need that sleep!"

All of the following are claims of *Magix* except:

- (a) A good night's sleep
(b) Added energy
(c) A cure to indigestion
(d) Quickly falling asleep
(e) A restful slumber

- Q 24. Filmmakers tend to highlight their emotional points with visuals, rather than dialogue. Words tend to be the tools of playwrights. Images are the stuff that films are made of. Nevertheless, many successful films have been made from stage plays and contain little else than one location or one stage set.

The option most opposite to the idea in the paragraph:

- (a) Films are not necessarily a filmmaker's medium.
(b) Films are not limited to any one particular style.

- (c) Films are solely built upon visual and eye-catching scenes.
(d) Films are better made by playwrights and novelists.
(e) Films perhaps are better understood by literary critics.

- Q 25. **Classify following sentences into Fact (F), Judgment (J) and Inference (I) based on the definitions provided below, and choose the most suitable sequence among the given options.**

Fact (F): If it is known matter of direct observation, or an existing reality or something known to be true. Judgment (J): If it is an opinion or estimate or anticipation of common sense or intention. Inference (I): If it is logical conclusion or deduction about something based on the knowledge of facts.

- i. Proper allocation of resources is required for the overall development of our economy.
ii. Government has decided to allocate the gas from KG basin to power fertiliser sector.
iii. A court decision against the declared policy guidelines can result in government intervention in the form of an appeal.
iv. Some section of the society may consider this decision as a deliberate attempt to protect some private interest.
(a) IFIJ (b) FFJJ
(c) JFJI (d) JFFI
(e) FFII

Analyse the following passage and answer the questions 26 and 27.

Some words are highly inflammable. Fusion is one of them. You can get two sets of people into a war mode by just uttering the words "fusion music". One set will breathe fire and say it violates the purity of music: the other set will tell you earnestly that it opens the border of music.

- Q 26. The statements "Some words are highly inflammable",
(a) captures the essence of the passage.
(b) is a linguistic embellishment to the passage.
(c) is an irrelevant exaggeration used in the passage.
(d) is an unsubstantiated dogmatic assertion.
(e) is a contradictory statement in the passage.

- Q 27. From the purists' perspective, the "war" between two sets of people can best be
(a) categorized as an ideological conflict between two ideas.
(b) termed as a conflict between two generations – the younger versus the older generation.

- (c) an attempt to preserve the core principles.
- (d) seen as an attempt of people at the margin to occupy centre-stage.
- (e) seen as preserving the social identity of purists.

Q 28. _____ children in rains run the risk of getting lost.

The option that best fills the blank in the above sentence would be:

- (a) Lonely (b) Solitary
- (c) Single (d) Unaccompanied
- (e) Unguarded

Q 29. The increase in the number of reality shows on television channels bolsters the contention that channels owners are more interested in boosting their revenues by pandering to voyeuristic tendencies of viewers.

The premise behind the above argument is that

- (a) reality shows on television channels are a recent phenomenon.
- (b) everything that channel broadcasts should be educational.
- (c) reality shows on television appeal to the basic instincts of viewers.
- (d) reality shows make more money than other types of programs.

- (e) the channel owners can influence what is watched by the viewers.

Q 30. Unlike other retail outlets, where items are purchased in any number of units the customer wants, in super-markets items are grouped in bulk packages. This bulk buying offers savings to the customer. The option to buy at wholesale prices by buying in bulk makes super-markets a practical choice for budget-conscious consumers.

Which of the following is an assumption necessary to the author's argument?

- (a) Super-markets often have great buying power and lower overhead costs, so they can offer a greater variety of products than regular retail outlets.
- (b) Super-markets are often more conveniently located and have better parking facilities.
- (c) The emergence of super-markets has caused many small retail stores to close down and thus eliminate competition.
- (d) It is economically wise to buy single items since bulk packages seldom offer significant savings.
- (e) The financial savings from purchasing bulk packages may outweigh the inconvenience of being unable to purchase in any number of units that suits the customer needs.

ANSWERS

Q. No.	Answer						
1	(b)	2	(d)	3	(b)	4	(d)
5	(c)	6	(e)	7	(d)	8	(e)
9	(d)	10	(e)	11	(c)	12	(a)
13	(a)	14	(e)	15	(a)	16	(b)
17	(a)	18	(b)	19	(a)	20	(d)
21	(a)	22	(c)	23	(c)	24	(c)
25	(a)	26	(a)	27	(c)	28	(d)
29	(d)	30	(e)				

Model XAT Paper 2

(Based upon Previous Years' XAT Paper)



ABOUT THE TEST

1. There are 38 questions in this test
 2. You have 60 minutes to solve this test

Direction for questions 1 to 3: Carefully read the statements in the questions below and arrange them in a logical order.

6.18 □ Other MBA Entrance Papers

- D. An operation is the expression of a relation between the structures of its result and of its bases.

Analyse the passage given and provide an appropriate answer for the questions 4 through 9 that follow.

Every conscious mental state has a qualitative character that we refer to as mood. We are always in a mood that is pleasurable or unpleasurable to some degree. It may be that bad moods relate to their being too positive reinforcement in a person's current life and too many punishments. In any case, moods are distinguished from emotions proper by not being tied to any specific object. But, this distinction is not watertight, in that emotions need not be directed at objects that are completely specific (we can be angry just at people generally) while there is always a sense of a mood having a general objective like the state of the world at large. Moods manifest themselves in positive or negative feelings that are tied to health, personality, or perceived quality of life. Moods can also relate to emotions proper, as in the aftermath of an emotional incident, such as the failure to secure a loan. A mood on this basis is the mind's judgment on the recent past. For Goldie, emotion can bubble up and down within a mood, while an emotion can involve characteristics that are non-object specific.

What is important for marketing is that moods colour outlook and bias judgements. Hence, the importance of consumer confidence surveys, as consumer confidence typically reflects national mood. There is mood - congruence when thoughts and actions fall in line with mood. As Goleman says, there is a "constant stream of feeling" that runs "in perfect to our stream of thought". Mood congruence occurs because a positive mood evokes pleasant associations that lighten subsequent appraisals (thoughts) and actions, while a negative arouses pessimistic associations that influence future judgment and behaviour. When consumers are in a good mood, they are more optimistic about buying more confident in buying, and much more willing to tolerate things like waiting in line. On the other hand, being in a mood makes buying behaviour in the "right mood" by the use of music and friendly staff or, say, opens bakeries in shopping malls that delight the passer-by with the smell of fresh bread.

Thayer views moods as a mixture of biological and psychological influences and, as such, a sort of clinical thermometer, reflecting all the internal and external events that influence us. For Thayer, the key components of mood are energy and tension in different combinations. A specific mixture of energy and tension, together with the thoughts they influence, produces moods. He discusses four mood states:

- Calm-energy: he regards this as the optimal mood of feeling good.
- Calm-tiredness: he regards this as feeling a little tired without any stress, which can be pleasant.
- Tense-energy: involves a low level of anxiety suited to a fight-or-flight disposition.
- Tense-tiredness: is a mixture of fatigue and anxiety, which underlies the unpleasant feeling of depression.

People generally can "feel down" or "feel good" as a result of happenings in the world around them. This represents the national mood. People feel elated when the national soccer team wins an international match or depressed when their team has lost. An elated mood of calm - energy is an optimistic mood, which is good for business. Consumers, as socially involved individuals, are deeply influenced by the prevailing social climate. Marketers recognize the phenomenon and talk about the national mood being, say for or against conspicuous consumption. Moods do change, though. Writing early in the nineteenth century, Toqueville describes an American elite embarrassed by the ostentation of material display; in the "Gilded Age", sixty years later, many were only too eager to embrace a materialistic vulgarity. The problem lies in anticipating changes in national mood, since a change in mood affects everything from buying of equities to the buying of houses and washing machines. Thayer would argue that we should be interested in national events that are likely to produce a move toward a tense- tiredness state or toward a calm-energy state, since these are the polar extremes and are more likely to influence behaviour. Artists sensitive to national moods express the long-term changes. An example is the long- term emotional journey from Charles Dickens's depiction of the death of little Nell to Oscar Wilde's cruel flippancy about it. "One would have to have a heart of stone not to laugh at the death of little Nell", which reflects the mood change from high Victorian sentimentality to the acerbic cynicism of the end of the century, as shown in writers like Thomas Hardy and artists like Aubrey Beardsley.

Whenever the mind is not fully absorbed, consciousness is no longer focused and ordered. Under such conditions the mind falls into dwelling on the unpleasant, with a negative mood developing. Csikszentmihalyi argues that humans need to keep consciousness fully active is what influences a good deal of consumer behaviour. Sometimes it does not matter what we are shopping for - the point is to shop for anything, regardless, as consuming is one way to respond to the void in consciousness when there is nothing else to do.

Q 4. Which one of the following statements best summarizes the above passage?

- (a) The passage highlights how moods affect nations.
- (b) The passage highlights the importance of moods and emotions in marketing.
- (c) The passage draws distinction between moods and emotions.
- (d) Some writers influenced national moods through their writings.
- (e) Thayer categorised moods into four states.

Q 5. Which of the following is the closest to “conspicuous consumption” in the passage?

- (a) Audible consumption.
- (b) Consumption driven by moods and emotions.
- (c) Socially responsible consumption.
- (d) Consumption of material items for impressing others.
- (e) Private but not public consumption.

Q 6. What is “moods congruence”?

- (a) When moods and emotions are synchronized.
- (b) When moods are synchronous with thoughts and actions.
- (c) When emotions are synchronous with actions and thoughts.
- (d) When moods are synchronous with thoughts but not with action.
- (e) When moods are synchronous with action but not with thought.

Q 7. Implication and Proposition are defined as follows:

Implication: a statement which follows from the given text.

Proposition: a statement which forms a part of the given text.

Consider the two statements below and decide whether they are implications or propositions.

- I. The marketers should understand and make use of moods and emotions in designing and selling products and services.
 - II. Consuming is nothing but way of filling the void in consciousness.
- (a) Both statements are implications.
 - (b) First is implication, second is proposition.
 - (c) Both are propositions.
 - (d) First is proposition, second is implication.
 - (e) Both are neither implication nor proposition.

Q 8. Which statements from the ones given below are correct?

- A. In general, emotions are object specific.
- B. In general, moods are not object specific.

C. Moods and emotions are same.

- D. According to Thayer, moods are a mix of biological and psychological influences.
- (a) 1, 2, 3 (b) 2, 3, 4
- (c) 2, 4, 3 (d) 1, 2, 4
- (e) All four are right

Q 9. The statement “Moods provide energy for human actions” is _____.

- (a) always right
- (b) always wrong
- (c) sometimes right
- (d) not derived from the passage
- (e) contradictory

Direction for questions 10 to 17: Go through the caselets below and answer the questions that follow.

Direction for questions 10 to 11:

According to recent reports, CEOs of large organisations are paid more than CEOs of small organisations. It does not seem fair that just because a CEO is heading a big organisation s/he should be paid more. CEOs' salary should be related to performance, especially growth in terms of sales and profits. Of course, big organisations are more complex than the small, but all CEOs require significant amount of energy and time in managing organisations. There is no proof that CEOs of big organisations are more stressed than CEOs of small organisations. All CEOs should be paid according to their performance.

Q 10. A person seeking to refute the argument might argue that

- (a) CEOs should be paid equally.
- (b) Managing big organisation is more challenging than small.
- (c) CEOs, who travel more should be paid more.
- (d) If CEOs of small companies perform well, the company would become big and so would be CEOs' salary.
- (e) Highly qualified CEOs should be paid more because they have acquired difficult education.

Q 11. Which of the following, if true, would strengthen the speaker's argument?

- (a) CEOs of small organisations come from good educational background.
- (b) CEOs of big organisations are very difficult to hire.
- (c) A few big family businesses have CEOs from within the family.
- (d) Big organisations contribute more towards moral development of society.

6.20 □ Other MBA Entrance Papers

- (e) CEOs in big organisations take much longer to reach top, as compared to their counterparts in small organisations.

Direction for questions 12 to 13:

Hindi ought to be the official language of India. There is no reason for the government to spend money printing documents in different languages, just to cater to people who cannot read/write Hindi. The government has better ways to spend tax payers' money. People across India should read/write Hindi or learn it at the earliest.

Q 12. Which of the following, if true, would weaken the speaker's argument the most?

- (a) The government currently translates official documents into more than eighteen languages.
- (b) Hindi is the most difficult language in the world to speak.
- (c) Most people who travel across India learn Hindi within five years.
- (d) Making Hindi the official language is a politically unpopular idea.
- (e) People who are multilingual usually pay maximum taxes.

Q 13. United Nations, members contribute funds, proportionate to their population, for facilitating smooth functioning of the UN. By 2010, India, being the most populous nation on the planet, would contribute the maximum amount to the UN. Therefore, official language of United Nations should be changed to Hindi.

Which of the following is true?

- (a) The point above contradicts the speaker's argument.
- (b) The point above extends the speaker's argument.
- (c) The point above is similar to speaker's argument.
- (d) The point above concludes speaker's argument.
- (e) The point above strengthens the speaker's argument.

Direction for questions 14 to 15:

The Bistupur-Sakchi corner needs a speed-breaker. Loyola school children cross this intersection, on their way to the school, and many a times do not check out for traffic. I get to read regular reports of cars and other vehicles hitting children. I know that speed-breakers are irritating for drivers, and I know that children cannot be protected from every danger, but this is one of the worst intersections in town. There needs to be a speed-breaker so that vehicles have to slow down and the children be made safer.

Q 14. Which of the following arguments is used in the above passage?

- (a) Analogy - comparing the intersection to something dangerous.
- (b) Emotive - referring to the safety of children to get people interested.
- (c) Statistical analysis - noting the number of children hit by vehicles.
- (d) Personalization - telling the story of one child's near accident at the intersection.
- (e) Attack - pointing out people who are against speed-breakers as being uncaring about children.

Q 15. According to a recent research conducted by the district road planning department, ten percent students come with parents in cars, twenty percent students use auto-rickshaws, twenty percent students use taxis, forty percent students use the school buses and ten percent students live in the hostel inside the school.

Which of the following is true about the above paragraph?

- (a) It extends speaker's argument using analogy.
- (b) It extends the speaker's argument using statistical data.
- (c) It is similar to speaker's argument.
- (d) It concludes speaker's argument by using personalization.
- (e) It contradicts the speaker's argument using statistical data.

Direction for questions 16 to 17:

History, if viewed as a repository not merely of anecdotes or chronology, could produce a decisive transformation in the image of science by which we are now possessed. That image has previously been drawn, even by scientists themselves, mainly from the study of finished scientific achievements as these are recorded in the classics and, more recently, in the textbooks from which each new scientific generation learns to practice its trade.

Q 16. Which of the following best summarizes the above paragraph?

- (a) Scientific achievements are recorded in classics and text books.
- (b) History of science can be inferred from finished scientific achievement.
- (c) Different ways of looking at history can produce altogether different knowledge.
- (d) Text books may be biased.
- (e) All of above.

- Q 17. Which of the following statements is the author most likely to agree with?
- History of science presents a scientific way of looking at scientific developments and thus contributes to progress in science.
 - History of science should contain only the chronology of the scientific achievements.
 - More number of scientific theories results in more number of publications, which benefits publishers.
 - History of science should purposely present different images of science to people.
 - History of science can present multiple interpretations to people regarding the process of scientific developments.

Direction for questions 18 to 19: Go through the caselets below and answer the questions that follow.

Q 18. Goodricke Group Ltd is planning to give top priority to core competence of production and marketing of tea in 2007. The company intends to increase the production of orthodox varieties of tea. Goodricke is planning to invest Rs. 10 crore to modernise the factories. The company has announced a net profit of Rs. 5.49 crore for 2006 as against Rs. 3.76 crore in 2005.

Which of the following can be deduced from the caselet?

- Production and marketing is core competence of Goodricke Group.
- Increase in production of existing products enhances core competence.
- Core competence can be used for furthering company's interests.
- Core competence leads to modernization.
- Goodricke has given top priority to production because it has earned net profits of Rs. 5.49 crore.

Q 19. The author reflects on the concept of *Blue Ocean Strategy*. He explains that this concept delivers an instinctive framework for developing uncontested market space and making the competition irrelevant. The author remarks that *Blue Ocean Strategy* is about having the best mix of attributes that result in creation of uncontested market space and high growth, and not about being the best.

The above paragraph appears to be an attempt at

- Defining Blue Ocean strategy.
- Developing the framework for Blue Ocean strategy.

- Reviewing an article or a book on Blue Ocean strategy.
- Highlighting how Blue Ocean strategy leads to better returns.
- None of above.

Analyse the passage given and provide an appropriate answer for the questions 20 through 22 that follow.

Deborah Mayo is a philosopher of science who has attempted to capture the implications of the new experimentalism in a philosophically rigorous way. Mayo focuses on the detailed way in which claims are validated by experiment, and is concerned with identifying just what claims are borne out and how. A key idea underlying her treatment is that a claim can only be said to be supported by experiment if the various ways in which the claim could be as fault have been investigated and eliminated. A claim can only be said to be borne out by experiment, and a severe test of a claim, as usefully construed by Mayo, must be such that the claim would be unlikely to pass it if it were false.

Her idea can be explained by some simple examples. Suppose Snell's law of refraction of light is tested by some very rough experiments in which very large margins of error are attributed to the measurements of angles of incidence and refraction, and suppose that the results are shown to be compatible with the law within those margins of error. Has the law been supported by experiments that have severely tested it? From Mayo's perspective the answer is "no" because, owing to the roughness of the measurements, the law of refraction would be quite likely to pass this test even if it were false and some other law differing not too much from Snell's law true. An exercise I carried out in my school-teaching days serves to drive this point home. My students had conducted some not very careful experiments to test Snell's law. I then presented them with some alternative laws of refraction that had been suggested in antiquity and medieval times, prior to the discovery of Snell's law, and invited the students to test them with the measurements they had used to test Snell's law; because of the wide margins of error they had attributed to their measurements, all of these alternative laws pass the test. This clearly brings out the point that the experiments in question did not constitute a severe test of Snell's law. The law would have passed the test even if it were false and one of the historical alternatives true.

Q 20. Which of the following conclusion can be drawn from the passage?

- Experimental data might support multiple theoretical explanations at the same time, hence validity of theories needs to be tested further.

6.22 □ Other MBA Entrance Papers

- (b) Precise measurement is a sufficient condition to ensure validity of conclusions resulting from an experiment.
- (c) Precise measurement is both a necessary and sufficient condition to ensure validity of conclusions resulting from an experiment.
- (d) Precise measurement along with experimenter's knowledge of the theory underpinning the experiment is sufficient to ensure the validity of conclusions drawn from experiments.
- (e) All of these.

Q 21. As per Mayo's perspective, which of the following best defines the phrase "scientific explanation"?

- (a) One which is most detailed in its explanation of natural phenomena.
- (b) One which has been thoroughly tested by scientific experts.
- (c) One which survives examinations better than other explanations.
- (d) One which refutes other explanations convincingly.
- (e) All of these.

Q 22. The author's use of Snell's law of refraction to illustrate Mayo's perspective can best said to be

- (a) Contrived (b) Premeditated
- (c) Superfluous (d) Illustrative
- (e) Inadequate

Analyse the passage given and provide an appropriate answer for the questions 23 through 26 that follow.

Enunciated by Jung as an integral part of his psychology in 1916 immediately after his unsettling confrontation with the unconscious, the transcendent function was seen by Jung as uniting the opposites, transforming psyche, and central to the individuation process. It also undoubtedly reflects his personal experience in coming to terms with the unconscious. Jung portrayed the transcendent function as operating through symbol and fantasy and mediating between the opposites of consciousness and the unconscious to prompt the emergence of a new, third posture that transcends the two. In exploring the details of the transcendent function and its connection to other Jungian constructs, this work has unearthed significant changes, ambiguities, and inconsistencies in Jung's writings. Further, it has identified two separate images of the transcendent function: (1) the narrow transcendent function, the function or process within Jung's pantheon of psychic structures, generally seen as the uniting of the opposites of consciousness and the unconscious from which a new attitude emerges; and (2) the expansive transcendent

function, the root metaphor for psyche or being psychological that subsumes Jung's pantheon and that apprehends the most fundamental psychic activity of interacting with the unknown or other. This book has also posited that the expansive transcendent function, as the root metaphor for exchanges between conscious and the unconscious, is the wellspring from whence flows other key Jungian structures such as the archetypes and the Self, and is the core of the individuation process. The expansive transcendent function has been explored further by surveying other schools of psychology, with both depth and non-depth orientations, and evaluating the transcendent function alongside structures or processes in those other schools which play similar mediatory and/or transitional roles.

Q 23. The above passage is most likely an excerpt from:

- (a) A research note
- (b) An entry on a psychopathology blog
- (c) A popular magazine article
- (d) A scholarly treatise
- (e) A newspaper article

Q 24. It can be definitely inferred from the passage above that

- (a) The expansive transcendent function would include elements of both the consciousness and the unconscious.
- (b) Archetypes emerge from the narrow transcendent function.
- (c) The whole work, from which this excerpt is taken, primarily concerns itself with the inconsistencies in Jung's writings.
- (d) Jung's pantheon of concepts subsumes the root metaphor of psyche.
- (e) The transcendent is the core of the individuation process.

Q 25. A comparison similar to the distinction between the two images of the transcendent function would be:

- (a) Raucous: Hilarious
- (b) Synchronicity: Ontology
- (c) Recession: Withdrawal
- (d) Penurious: Decrepit
- (e) None of the above

Q 26. As per the passage, the key Jungian structure - other than the Self - that emerges from the expansive transcendent function may NOT be expressed as a(n):

- (a) Stereotype (b) Anomaly
- (c) Idealized model (d) Original pattern
- (e) Epitome

Direction for questions 27 to 31: Choose the appropriate words to fill in the blanks.

- Q 27. Mark Twain was responsible for many striking, mostly cynical _____, such as “Always do right. That will gratify some of the people, and astonish the rest.” _____ can sometimes end up as _____, but rarely would someone use them as an _____.
 (a) epitaphs, epitaphs, epigrams, epigraph
 (b) epigraphs, epigraphs, epitaphs, epigraph
 (c) epigrams, epitaphs, epigrams, epigraph
 (d) epitaphs, epitaphs, epigraphs, epigram
 (e) epigrams, epigrams, epigraphs, epitaph
- Q 28. A candidate in the medical viva voce exam faced a tinge of intellectual _____ when asked to spell the _____ gland. The fact that he carried notes on his person would definitely be termed as _____ by faculty, but may be termed as _____ by more generous sections of students.
 (a) ambivalence, prostrate, amoral, immoral
 (b) ambiguity, prostrate, amoral, immoral
 (c) ambivalence, prostrate, immoral, amoral
 (d) ambivalence, prostate, immoral, amoral
 (e) ambiguity, prostate, immoral, amoral
- Q 29. It is not _____ democratic that the Parliament should be _____ on issues and resort to passing _____ rather than have an open debate on the floor of the house.
 (a) quite, quite, ordinances
 (b) quite, quiet, ordinances
 (c) quiet, quite, ordinances
 (d) quite, quiet, ordinances
 (e) quiet, quiet, ordinances
- Q 30. In a case of acute _____, _____ membranes secrete excessive _____.
 (a) sinus, mucous, mucous
 (b) sinus, mucus, mucous
 (c) sinus, mucous, mucus
 (d) sinusitis, mucus, mucous
 (e) sinusitis, mucous, mucus
- Q 31. If a person makes the statement: “I never speak the truth.” The person can be said to be _____.
 (a) speaking the truth
 (b) lying
 (c) lying as well as speaking the truth
 (d) making a logically contradictory statement
 (e) partially speaking the truth and partially lying

Analyse the following passage and provide an appropriate answer for the questions 32 through 38 that follow.

India is renowned for its diversity. Dissimilitude abounds in every sphere - from the physical elements of its land and people to the intangible workings of its beliefs and practices. Indeed, given this variety, India itself appears to be not a single entity but an amalgamation, a “constructs” arising from the conjoining of innumerable, discrete parts. Modern scholarship has, quite properly, tended to explore these elements in isolation. (In part, this trend represents the conscious reversal of the stance taken by an earlier generation of scholars whose work reified India into a monolithic entity - a critical element in the much maligned “Orientalist” enterprise). Nonetheless, the representation of India as a singular “Whole” is not an entirely capricious enterprise; for India is an identifiable entity, united by - if not born out of - certain deep and pervasive structures. Thus, for example, the Hindu tradition has long maintained a body of mythology that weaves the disparate temples, Gods, even geographic landscapes that exist throughout the subcontinent into a unified, albeit syncretic, whole.

In the realm of thought, there is no more pervasive, unifying structure than *karma*. It is the “doctrine” or “law” that ties actions to results and creates a determinant link between an individual’s status in this life and his or her fate in future lives. Following what is considered to be its appearances in the Upanishads, the doctrine reaches into nearly every corner of Hindu thought. Indeed, its dominance is such in the Hindu worldview that *karma* encompasses, at the same time, life-affirming and life-negating functions; for just as it defines the world in terms of the “positive” function of delineating a doctrine of rewards and punishments, so too it defines the world through its “negative” representation of action as an all but inescapable trap, an unremitting cycle of death and rebirth.

Despite - or perhaps because of - *karma*’s ubiquity, the doctrine is not easily defined. Wendy Doniger O’Flaherty reports of a scholarly conference devoted to the study of *karma* that although the participants admitted to a general sense of the doctrine’s parameters, considerable time was in a “lively but ultimately vain attempt to define...*karma* and rebirth”. The base meaning of the term “*karma*” (or, more precisely, in its Sanskrit stem form, *karman* a neuter substantive) is “action”. As a doctrine, *karma* encompasses a number of quasi-independent concepts: rebirth (*punarjanam*), consequence (*phala*, literally “fruit,” a term that suggests the “ripening” of actions into consequences), and the valuation or “ethicization” of acts, qualifying them as either “good” (*punya* or *sukarman*) or “bad” (*papam* or *duskarman*).

In a general way, however, for at least the past two thousand years, the following (from the well-known text,

6.24 Other MBA Entrance Papers

the *Bhagavata Purana*), has held true as representing the principal elements of the *karma* doctrine: “The same person enjoys the fruit of the same sinful or a meritorious act in the next world in the same manner and to the same extent according to the manner and extent, to which that (sinful or meritorious) act has been done by him in this world.” Nevertheless, depending on the doctrine’s context, which itself ranges from its appearance in a vast number of literary sources to its usage on the popular level, not all these elements may be present (though in a general way they may be implicit).

Q 32. The orientalist perspective, according to the author:

- (a) Viewed India as a country of diversity.
 - (b) Viewed India as if it was a single and unitary entity devoid of diversity.
 - (c) Viewed India both as single and diverse entity.
 - (d) Viewed India as land of karma.
 - (e) Viewed India in the entirety.

Q 33. “Reify” in the passage means:

- (a) To make real out of abstract
 - (b) Reversal of stance
 - (c) Unitary whole
 - (d) Diversity
 - (e) Unity in diversity

O 34. "Ethic-ization" in the passage means

- (a) Process of making something ethical
 - (b) Converting unethical persons into ethical
 - (c) Judging and evaluation
 - (d) Teaching ethics
 - (e) None of the above

Q 35. Consider the following statements:

- Consider the following statements:

 - A. Meaning of karma is contextual.
 - B. Meaning of karma is not unanimous.
 - C. Meaning of karma includes many other quasi-independent concepts.
 - D. Karma also means actions and their rewards.

Which of the statements are true?

 - (a) A, B, C
 - (b) B, C, D
 - (c) A, C, D
 - (d) None of the above
 - (e) All the four are true

- Q 36. The base meaning of karma is:

- (a) Reward and punishment.
 - (b) Only those actions which yield a “phala”.
 - (c) Any action.
 - (d) Ripening of actions into consequences.
 - (e) None of the above.

Q 37. As per the author, which of the following statements is wrong?

- (a) India is a diverse country.
 - (b) Doctrine of karma runs across divergent Hindu thoughts.
 - (c) Doctrine of karma has a rich scholarly discourse.
 - (d) Scholars could not resolve the meaning of karma.
 - (e) Modern scholars have studied Hinduism as a syncretic whole.

Q 38. Which of the following, if true, would be required for the concept of karma - as defined in *Bhagavata Purana* - to be made equally valid across different space-time combinations?

- (a) Karma is judged based on the observers' perception, and hence the observer is a necessary condition for its validity.
 - (b) Karma is an orientalist concept limited to oriental countries.
 - (c) Each epoch will have its own understanding of karma and therefore, there cannot be uniform validity of the concept of karma.
 - (d) The information of the past actions and the righteousness of each action would be embodied in the individual.
 - (e) Each space-time combination would have different norms of righteousness and their respective expert panels which will judge each action as per those norms.

ANSWERS

Q. No.	Answer						
1	(a)	2	(c)	3	(e)	4	(b)
5	(d)	6	(b)	7	(b)	8	(d)
9	(c)	10	(b)	11	(b)	12	(e)
13	(b)	14	(b)	15	(e)	16	(c)
17	(e)	18	(c)	19	(c)	20	(a)
21	(d)	22	(d)	23	(d)	24	(e)
25	(e)	26	(b)	27	(e)	28	(d)
29	(d)	30	(e)	31	(d)	32	(b)
33	(a)	34	(c)	35	(e)	36	(c)
37	(b)	38	(d)				

This page is intentionally left blank

Model IIFT Paper

(Based upon Previous Years' IIFT Paper)



4

ABOUT THE TEST

1. Reading Comprehension - There are 15 questions. Each question carries one marks.
Total marks: 15
2. Verbal Ability - There are 25 questions. Each question carries 0.6 marks. Total marks: 15
3. There is one-third negative marking

READING COMPREHENSION

Direction for questions 1 to 5: *Read carefully the four passages that follow and answer the questions given at the end of each passage.*

Passage 1

The most important task is revitalizing the institution of independent directors. The independent directors of a company should be faithful fiduciaries protecting, the long-term interests of shareholders while ensuring fairness to employees, investor, customer, regulators, the government of the land and society. Unfortunately, very often, directors are chosen based of friendship and, sadly, pliability. Today, in the majority of cases, independence is only true on paper.

The need of the hour is to strengthen the independence of the board. We have to put in place stringent standards for the independence of directors. The board should adopt global standards for director-independence, and should disclose how each independent director meets these standards. It is desirable to have a comprehensive report showing the names of the company employees of fellow board members, who are

related to each director on the board. This report should accompany the annual report of all listed companies.

Another important step is to regularly assess the board members for performance. The assessment should focus on issues like competence, preparation, participation and contribution. Ideally, this evaluation should be performed by a third party. Underperforming directors should be allowed to leave at the end of their term in a gentle manner so that they do not lose face. Rather than being the rubber stamp of a company's management policies, the board should become a true active partner of the management. For this, independent directors should be trained in their roles and responsibilities. Independent directors should be trained on the business model and risk model of the company, on the governance practices, and the responsibilities of various committees of the board of the company. The board members should interact frequently with executives to understand operational issues. As part of the board meeting agenda, the independent directors should have a meeting among themselves without the management being present.

The independent board members should periodically review the performance of the company's CEO, the internal directors and the senior management.

6.28 □ Other MBA Entrance Papers

This has to be based on clearly defined objective criteria, and these criteria should be known to the CEO and other executive directors well before the start of the evolution period. Moreover, there should be a clearly laid down procedure for communicating the board's review to the CEO and his/her team of executive directors. Managerial remuneration should be based on such reviews.

Additionally, senior management compensation should be determined by the board in a manner that is fair to all stakeholders. We have to look at three important criteria in deciding managerial remuneration-fairness accountability and transparency. Fairness of compensation is determined by how employees and investors react to the compensation of the CEO. Accountability is enhanced by splitting the total compensation into a small fixed component and a large variable component. In other words, the CEO, other executive directors and the senior management should rise or fall with the fortune of the company. The variable component should be linked to achieving the long-term objectives of the firm. Senior management compensation should be reviewed by the compensation committee of the board consisting of only the independent directors. This should be approved by the shareholders. It is important that no member of the internal management has a say in the compensation of the CEO, the internal board members or the senior management.

The SEBI regulations and the CII code of conduct have been very helpful in enhancing the level of accountability of independent directors. The independent directors should decide voluntarily how they want to contribute to the company. Their performance should decide voluntarily how they want to contribute to the company. Their performance should be appraised through a peer evaluation process. Ideally, the compensation committee should decide on the compensation of each independent director based on such a performance appraisal.

Auditing is another major area that needs reforms for effective corporate governance. An audit is the independent examination of financial transactions of any entity to provide assurance to shareholder and other stakeholders that the financial statements are free of material misstatement. Auditors are qualified professionals appointed by the shareholders to report on the reliability of financial statements prepared by the management. Financial markets look to the auditor's report for an independent opinion on the financial and risk situation of a company. We have to separate such auditing from other services. For a truly independent opinion, the auditing firm should not provide services that are perceived to be materially in conflict with

the role of the auditor. These include investigations, consulting advice, sub contraction of operational activities normally undertaken by the management, due diligence on potential acquisitions or investments, advice on deal structuring, designing/implementing IT systems, bookkeeping, valuations and executive recruitment. Any departure from this practice should be approved by the audit committee in advance. Further, information on any such exceptions must be disclosed in the company's quarterly and annual reports.

To ensure the integrity of the audit team, it is desirable to rotate auditor partners. The lead audit partner and the audit partner responsible for reviewing a company's audit must be rotated at least once every three to five years. This eliminates the possibility of the lead auditor and the company management getting into the kind of close, cozy relationship that results in lower objectivity in audit opinions. Further, a registered auditor should not audit a chief accounting office was associated with the auditing firm. It is best that members of the audit teams are prohibited from taking up employment in the audited corporations for at least a year after they have stopped being members of the audit team.

A competent audit committee is essential to effectively oversee the financial accounting and reporting process. Hence, each member of the audit committee must be financially literate', further, at least one member of the audit committee, preferably the chairman, should be a financial expert-a person who has an understanding of financial statements and accounting rules, and has experience in auditing. The audit committee should establish procedures for the treatment of complaints received through anonymous submission by employees and whistleblowers. These complaints may be regarding questionable accounting or auditing issues, any harassment to an employee or any unethical practice in the company. The whistleblowers must be protected.

Any related-party transaction should require prior approval by the audit committee, the full board and the shareholders if it is material. Related parties are those that are able to control or exercise significant influence. These include; parent subsidiary relationships; entities under common control; individuals who, through ownership, have significant influence over the enterprise and close members of their families; and key management personnel.

Accounting standards provide a framework for preparation and presentation of financial statements and assist auditors in forming an opinion on the financial statements. However, today, accounting standards are issued by bodies comprising primarily of accountants.

Therefore, accounting standards do not always keep pace with changes in the business environment. Hence, the accounting standards-setting body should include members drawn from the industry, the profession and regulatory bodies. This body should be independently funded.

Currently, an independent oversight of the accounting profession does not exist. Hence, an independent body should be constituted to oversee the functioning of auditors for independence, the quality of audit and professional competence. This body should comprise a “majority of non-practicing accountants to ensure independent oversight. To avoid any bias, the chairman of this body should not have practiced as an accountant during the preceding five years. Auditors of all public companies must register with this body. It should enforce compliance with the laws by auditors and should mandate that auditors must maintain audit working papers for at least seven years.

To ensure the materiality of information, the CEO and CFO of the company should certify annual and quarterly reports. They should certify that the information in the reports fairly presents the financial condition and results of operations of the company, and that all material facts have been disclosed. Further, CEOs and CFOs should certify that they have established internal controls to ensure that all information relating to the operations of the company is freely available to the auditors and the audit committee. They should also certify that they have evaluated the effectiveness of these controls within ninety days prior to the report. False certifications by the CEO and CFO should be subject to significant criminal penalties (fines and imprisonment, if wilful and knowing). If a company is required to restate its reports due to material non-compliance with the laws, the CEO and CFO must face severe punishment including loss of job and forfeiting bonus or equity-based compensation received during the twelve months following the filing.

Q 1. The problem with the independent directors has been that:

- I. Their selection has been based upon their compatibility with the company management.
- II. There has been lack of proper training and development to improve their skill set.
- III. Their independent views have often come in conflict with the views of company management. This has hindered the company's decision-making process.
- IV. Stringent standards for independent directors have been lacking.

- (a) I and II only
- (b) I, II and III only
- (c) II, III, and IV only
- (d) I, II, IV only

Q 2. Which of the following, according to author, does not have an impact on effective corporate governance?

- (a) Increased role and importance of independent directors.
- (b) Increased compensation to independent directors.
- (c) Not hiring audit firms for other services.
- (d) Stringent monitoring and control of related party transactions.

Q 3. To improve the quality and reliability of the information reported in the financial statements:

- I. Accounting standards should keep pace with the dynamic business environment.
 - II. There should be a body of internal auditors to oversee the functioning of external auditors.
 - III. Reports should be certified by key company officials.
 - IV. Accounting standards should be set by a body comprising of practising accountants only and this body should be funded from a corpus built up from the contributions made by the companies.
- (a) I, and II
 - (b) II, and III
 - (c) I, and III
 - (d) I, III, and IV

Q 4. Which of the following may not help in improving the accountability of management to the shareholders?

- (a) A third party assessment of the performance of independent directors.
- (b) Rotation of audit partner.
- (c) Increasing the fixed component in the salary structure of the management.
- (d) Laying down a proper procedure for handling complaints regarding unethical practices.

Q 5. The author of the passage does not advocate:

- (a) Increased activism of independent directors.
- (b) Measures to improve the independence of auditors.
- (c) Framing the accounting standards in the light of changing business conditions.
- (d) Active intervention by the regulators in the day-to-day functioning of the company.

Passage 2

I suggest that the essential character of the Trade Cycle and, especially, the regularity of time-sequence and of duration which justifies us in calling it a *cycle*, is mainly due to the way in which the marginal efficiency of capital fluctuates. The Trade Cycle is best regarded, I think, as being occasioned by a cyclical change in the marginal efficiency of capital, though complicated and often aggravated by associated changes in the other significant short period variables of the economic system.

By a *cyclical* movement, we mean that as the system progresses in, e.g. the upward direction, the forces propelling it upwards at first gather force and have a cumulative effect on one another but gradually lose their strength until at a certain point they tend to be replaced by forces operating in the opposite direction; which in turn gather force for a time and accentuate one another, until they too, having reached their maximum development, wane and give place to their opposite. We do not, however, merely mean by a *cyclical* movement that upward and downward tendencies, once started, do not persist for ever in the same direction but are ultimately reversed. We mean also that there is some recognizable degree of regularity in the time-sequence and duration of the upward and downward movements. There is, however, another characteristic of what we call the Trade Cycle which our explanation must cover if it is to be adequate; namely, the phenomenon of the 'crisis' the fact that the substitution of the downward for an upward tendency often takes place suddenly and violently, whereas there is, as a rule no such sharp turning-point when an upward is substituted for a downward tendency. Any fluctuation in investment not offset by a corresponding change in the propensity to consume will, of course, result in a fluctuation in employment. Since, therefore, the volume of investment is subject to highly complex influences, it is highly improbable that all fluctuations either in investment itself or in the marginal efficiency of capital will be of a cyclical character.

We have seen above that the marginal efficiency of capital depends, not only on the existing abundance or scarcity of capital-goods and the current cost of production of capital-goods, but also on current expectations as to the future yield of capital-goods. In the case of durable assets it is, therefore, natural and reasonable that expectations of the future should play a dominant part in determining the scale on which new investment is deemed advisable. But, as we have seen, the basis for such expectations is very precarious.

Being based on shifting and unreliable evidence, they are subject to sudden and violent changes. Now, we have been accustomed in explaining the 'crisis' to lay stress on the rising tendency of the rate of interest under the influence of the increased demand for money both for trade and speculative purposes. At times this factor may certainly play an aggravating and, occasionally perhaps, an initiating part. But I suggest that a more typical, and often the predominant, explanation of the crisis is, not primarily a rise in the rate of interest, but a sudden collapse in the marginal efficiency of capital. The later stage of the boom are characterized by optimistic expectations as to the future yield of capital goods sufficiently strong to offset their growing abundance and their rising costs of production and, probably, a rise in the rate of interest also. It is of the nature of organized investment markets, under the influence of purchasers largely ignorant of what they are buying and of speculators who are more concerned with forecasting the next shift of market sentiment than with a reasonable estimate of the future yield of capital-assets, that, when disillusion falls upon an over-optimistic and over-bought market, it should fall with sudden and even catastrophic force. Moreover, the dismay and uncertainty as to the future which accompanies a collapse in the marginal efficiency of capital naturally precipitates a sharp increase in liquidity-preference and hence a rise in the rate of interest. Thus, the fact that a collapse in the marginal efficiency of capital tends to be associated with a rise in the rate of interest may seriously aggravate the decline in investment. But the essence of the situation is to be found, nevertheless, in the collapse in the marginal efficiency of capital, particularly in the case of those types of capital which have been contributing most to the previous phase of heavy new investment. Liquidity preference, except those manifestations of it which are associated with increasing trade and speculation, does not increase until *after* the collapse in the marginal efficiency of capital. It is this, indeed, which renders the slump so intractable.

- Q 6. Which of the following does not describe the features of cyclical movement?
- There is a cyclical change in the marginal efficiency of capital.
 - The movement once starts in upward or downward direction does not get reversed.
 - The time pattern and the duration of economic movements are recognizable.
 - It is caused by the economic force working in opposite direction.

Q 7. Marginal efficiency of the capital does not depend on which of following factors?

- (a) Demand and supply of capital goods.
- (b) Cost of production of capital goods.
- (c) Expectations regarding future return from capital goods.
- (d) Availability of capital.

Q 8. Which of the following explains the phenomenon of crisis?

- I. A sudden collapse in the marginal efficiency of capital.
 - II. Increase in the rate of interest causing the decline in investment.
 - III. A sudden and violent substitution of upward movement by a downward tendency.
 - IV. Decline in the liquidity preference of the investors.
- (a) I and II
 - (b) I, II, and III
 - (c) II, III, and IV

Passage 3

The broad scientific understanding today is that our planet is experiencing a warming trend over and above natural and normal variations that is almost certainly due to human activities associated with large-scale manufacturing. The process began in the late 1700s with the Industrial Revolution, when manual labour, horsepower, and water power began to be replaced by or enhanced by machines. This revolution, over time, shifted Britain, Europe, and eventually North America from largely agricultural and trading societies to manufacturing ones, relying on machinery and engines rather than tools and animals.

The Industrial Revolution was at heart a revolution in the use of energy and power. Its beginning is usually dated to the advent of the steam engine, which was based on the conversion of chemical energy in wood or coal to thermal energy and then to mechanical work primarily the powering of industrial machinery and steam locomotives. Coal eventually supplanted wood because, pound for pound, coal contains twice as much energy as wood (measured in BTUs, or British thermal units, per pound) and because its use helped to save what was left of the world's temperate forests. Coal was used to produce heat that went directly into industrial processes, including metallurgy, and to warm buildings, as well as the power steam engines. When crude oil came along in the mid-1800s, still a couple of decades before electricity, it was burned, in the form of kerosene, in lamps to make light replacing whale oil. It was also used to provide heat

for buildings and in manufacturing processes, and as a fuel for engines used in industry and propulsion.

In short, one can say that the main forms in which humans need and use energy are for light, heat, mechanical work and motive power, and electricity which can be used to provide any of the other three, as well as to do things that none of those three can do, such as electronic communications and information processing. Since the Industrial Revolution, all these energy functions have been powered primarily, but not exclusively, by fossil fuels that emit carbon dioxide (CO₂),

To put it another way, the Industrial Revolution gave a whole new prominence to what Rochelle Lefkowitz, president of Pro-Media Communications and an energy buff, calls "fuels from hell" –coal, oil, and natural gas. All these fuels from hell come from underground, are exhaustible, and emit CO₂ and other pollutants when they are burned for transportation, heating, and industrial use. These fuels are in contrast to what Lefkowitz call "fuels from heaven" –wind, hydroelectric, tidal, biomass, and solar power. These all come from above ground, are endlessly renewable, and produce no harmful emissions.

Meanwhile, industrialization promoted urbanization, and urbanization eventually gave birth to suburbanization. This trend, which was repeated across America, nurtured the development of the American car culture, the building of a national highway system, and a mushrooming of suburbs around American cities, which removed the fabric of American life. Many other developed and developing countries followed the American model, with all its upside and downsides. The result is that today we have suburbs and ribbons of highways that run in, out, and around not only America's major cities, but China's, India's, and South America's as well. And as these urban areas attract more people, the sprawl extends in every direction.

All the coal, oil, and natural gas inputs for this new economic model seemed relatively cheap, relatively inexhaustible, and relatively harmless—or at least relatively easy to clean up afterward. So there wasn't much to stop the juggernaut of more people and more development and more concrete and more buildings and more cars and more coal, oil, and gas needed to build and power them, summing it all up, Andy Karsner, the Department of Energy's assistant secretary for energy efficiency and renewable energy, once said to me: "We built a really inefficient environment with the greatest efficiency ever known to man."

Beginning in the second half of the twentieth century, a scientific understanding began to emerge that an excessive accumulation of largely invisible pollutants-called greenhouse gases –was affecting the climate. The build-up of these greenhouse gases

6.32 □ Other MBA Entrance Papers

had been under way since the start of the Industrial Revolution in a place we could not see and in a form we could not touch or smell. These greenhouse gases, primarily carbon dioxide emitted from human industrial, residential, and transportation sources, were not piling up along roadsides or in rivers, in cans or empty bottles, but, rather, above our heads, in the earth's atmosphere. If the earth's atmosphere was like a blanket that helped to regulate the planet's temperature, the CO₂ build-up was having the effect of thickening that blanket and making the globe warmer.

Those bags of CO₂ from our cars float up and stay in the atmosphere, along with bags of CO₂ from power plants burning coal, oil, and gas, and bags of CO₂ released from the burning and clearing of forests, which releases all the carbon stored in trees, plants, and soil. In fact, many people don't realize that deforestation in places, like Indonesia and Brazil is responsible for more CO₂ than all the world's cars, trucks, planes, ships, and trains combined—that is, about 20 percent of all global emissions. And when we're not tossing bags of carbon dioxide into the atmosphere, we're throwing up other greenhouse gases, like methane (CH₄) released from rice farming, petroleum drilling, coal mining, animal defecation, solid waste landfill sites, and yes, even from cattle belching.

Cattle belching? That's right—the striking thing about greenhouse gases is the diversity of sources that emit them. A herd of cattle belching can be worse than a highway full of Hummers. Livestock gas is very high in methane, which, like CO₂, is colourless and odourless. And like CO₂ methane is one of those greenhouse gases that, once released into the atmosphere, also absorb heat radiating from the earth's surface. "Molecule for molecule, methane's heat-trapping power in the atmosphere is twenty-one times stronger than carbon dioxide, the most abundant greenhouse gas..." reported *Science world* (January 21, 2002). "With 1.3 billion cows belching almost constantly around the world (100 million in the United States alone), it's no surprise that methane released by livestock is one of the chief global sources of the gas, according to the U.S. Environmental Protection Agency ... 'it's part of their normal digestion process,' says Tom Wirth of the EPA. When they chew their cud, they regurgitate [spit up] some food to rechew it, and all this gas comes out. The average cow expels 600 liters of methane a day, climate researchers report."

What is the precise scientific relationship between these expanded greenhouse gas emissions and global warming? Experts at the Pew Center on Climate Change offer a handy summary in their report "Climate Change 101." "Global average temperatures, notes the Pew study, "have experienced natural shifts throughout

human history. For example; the climate of the Northern Hemisphere varied from a relatively warm period between the eleventh and fifteenth centuries to a period of cooler temperatures between the seventeenth century and the middle of the nineteenth century. However, scientists studying the rapid rise in global temperatures during the late twentieth century say that natural variability cannot account for what is happening now. "The new factor is the human factor—our vastly increased emissions of carbon dioxide and other greenhouse gases from the burning of fossil fuels, such as coal and oil as well as from deforestation, large-scale cattle-grazing, agriculture, and industrialization.

"Scientists refer to what has been happening in the earth's atmosphere over the past century as the 'enhanced greenhouse effect'", notes the Pew study. By pumping man-made greenhouse gases into the atmosphere, humans are altering the process by which naturally occurring greenhouse gases, because of their unique molecular structure, trap the sun's heat near the earth's surface before that heat radiates back into space.

"The greenhouse effect keeps the earth warm and habitable; without it, the earth's surface would be about 60 degrees Fahrenheit colder on average. Since the average temperature of the earth is about 45 degree Fahrenheit, the natural greenhouse effect is clearly a good thing. But the enhanced greenhouse effect means even more of the sun's heat is trapped, causing global temperature to rise. Among the many scientific studies providing clear evidence that an enhanced greenhouse effect is under way was a 2005 report from NASA's Goddard Institute for Space Studies. Using satellites, data from buoys, and computer models to study the earth's oceans, scientist concluded that more energy is being absorbed from the sun than is emitted back to space, throwing the earth's energy out of balance and warming the globe."

Q 9. Which of the following statements is correct?

- I. Greenhouse gases are responsible for global warming. They should be eliminated to save the planet.
- II. CO₂ is the most dangerous of the greenhouse gases. Reduction in the release of CO₂ would surely bring down the temperature.
- III. The greenhouse effect could be traced back to the industrial revolution. But the current development and the patterns of life have enhanced their emissions.
- IV. Deforestation has been one of the biggest factors contributing to the emission of greenhouse gases.

- (a) I and II
- (b) II and III
- (c) II, III, and IV
- (d) III and IV

- Q 10. Which of the following statements is incorrect?
- (a) Natural and controlled greenhouse effect is good for earth.
 - (b) As a measure to check global warming, prevention of destruction of forests needs to be given priority over reduction in fuel emission.
 - (c) Greenhouse gases trap the sun's heat from radiating back into the space making the earth surface warmer.
 - (d) It is for the first time in human evolution that the global temperatures have started to witness a shift.

- Q 11. Increasing warming of earth has been due to:
- I. increased manual intervention in the manufacturing process.
 - II. The fallout of mechanization of production.
 - III. Industrial revolution.
 - IV. Over reliance on non-replenishable energy sources.
- (a) I, II and IV
 - (b) I, III and IV
 - (c) I, II, III and IV
 - (d) I, III, and IV

- Q 12. Which of the following according to the passages are the features of "fuels from heaven"?
- I. Replenishability
 - II. Storability
 - III. Cost-effectiveness
 - IV. Harmlessness
- (a) I and II
 - (b) II and III
 - (c) III, and IV
 - (d) I and IV

Passage 4

"All raw sugar comes to us this way. You see, it is about the colour of maple or brown sugar, but it is not nearly so pure, for it has a great deal of dirt mixed with it when we first get it."

"Where does it come from?" inquired Bob.

"Largely from the plantations of Cuba and Porto Rico. Toward the end of the year, we also get raw sugar from Java, and by the time this is refined and ready for the market the new crop from the West Indies comes along. In addition to this, we get consignments from the Philippine Islands, the Hawaiian Islands, South America,

Formosa, and Egypt. I suppose it is quite unnecessary to tell you young men anything of how the cane is grown; of course, you know all that."

"I don't believe we do, except in a general way," Bob admitted honestly. "I am ashamed to be so green about a thing at which Dad has been working for years. I don't know why I never asked about it before. I guess I never was interested. I simply took it for granted."

"That's the way with most of us," was the superintendent's kindly answer. "We accept many things in the world without actually knowing much about them, and it is not until something brings our ignorance before us that we take the pains to focus our attention and learn about them. So do not be ashamed that you do not know about sugar raising; I didn't when I was your age. Suppose, then, I give you a little idea of what happens before this raw sugar can come to us."

"I wish you would," exclaimed both boys in a breath.

"Probably in your school Geography books, you have seen pictures of sugar-cane and know that it is a tall perennial not unlike our Indian corn in appearance; it has broad, flat leaves that sometimes measure as many as three feet in length, and often the stalk itself is twenty feet high. This stalk is jointed like a bamboo pole, the joints being about three inches apart near the roots and increasing in distance the higher one gets from the ground."

"How do they plant it?" Bob asked.

"It can be planted from seed, but this method takes much time and patience; the usual way is to plant it from cutting, or slips. The first growth from these cuttings is called plant cane; after these are taken off the roots send out rations or shoots from which the crop of one or two years, and sometimes longer, is taken. If the soil is not rich and moist replanting is more frequently necessary and in places like Louisiana, where there is annual frost, planting must be done each year. When the cane is ripe it is cut and brought from the field to a central sugar mill, where heavy iron rollers crush from it all the juice. This liquid drips through into troughs from which it is carried to evaporators where the water portion of the sap is eliminated and the juice left; you would be surprised if you were to see this liquid. It looks like nothing so much as the soapy, bluish-gray dish-water that is left in the pan after the dishes have been washed."

"A tempting picture!" Van exclaimed.

"I know it. Sugar isn't very attractive during its process of preparation," agreed Mr. Hennessey. "The sweet liquid left after the water has been extracted is then poured into vacuum pans to be boiled until the crystals form in it, after which it is put into whirling machines, called centrifugal machines that separate the

6.34 □ Other MBA Entrance Papers

dry sugar from the syrup with which it is mixed. This syrup is later boiled into molasses. The sugar is then dried and packed in these burlap sacks such as you see here, or in hogsheads, and shipped to refineries to be cleansed and whitened."

"Isn't any of the sugar refined in the places where it grows?" queried Bob.

"Practically none. Large refining plants are too expensive to be erected everywhere; it therefore seems better that they should be built in our large cities, where the shipping facilities are good not only for receiving sugar in its raw state but for distributing it after it has been refined and is ready for sale. Here, too, machinery can more easily be bought and the business handled with less difficulty."

Q 13. Which one of the following is not a essential condition for setting up sugar refining plants?

- (a) Facilities for transportation of machinery.
- (b) Facilities for import of raw material.
- (c) Facilities for transportation of finished products.
- (d) Proximity to the raw material sources.

Q 14. Which of the following is the correct sequence of sugar preparation process?

- (a) Cutting → Crushing → Evaporation → Boiling → Whirling.
- (b) Boiling → Crushing → Evaporation → Whirling → Cutting.
- (c) Cutting → Boiling → Evaporation → Crushing → Whirling.
- (d) Whirling → Crushing → Boiling → Evaporation → Cutting.

Q 15. Which of the following statements, as per the paragraph, is incorrect?

- (a) Sugar in its raw form is brownish in colour due to the presence of dirt.
- (b) After evaporation, cane juice looks bluish – gray in colour.
- (c) Molasses is obtained as a bye-product from the process of sugar production.
- (d) Cane plantation and sugar production process is widely and equally spread across the countries.

of standard written English to choose your answer, paying attention to grammar, word choice, and sentence construction. Select the answer that produces the most effective sentence; your answer should make the sentence clear, exact, and free of grammatical error. It should also minimize awkwardness, ambiguity, and redundancy.

Q 16. When I first became brand manager, we were spending most of our advertising budget to promote our products in the winter. It had worked in North America and Europe, where people caught colds mainly in that season. Our monthly volume data suggested however stubbornly we were shipping a lot of VapoRub between July and September, the hot monsoon season.

- (a) Our monthly volume data suggested however that stubbornly
- (b) However, our monthly volume data stubbornly suggested that
- (c) However, our volume data suggested stubbornly that monthly
- (d) Stubbornly speaks our volume data on a monthly basis, however that

Q 17. The growth rate of companies in several sectors like food, personal care, automobiles, banking and retail in the developed world are flattening. These companies for maintaining their growth rates and margins are looking upon the emerging market in Asia and Latin America.

- (a) These companies for maintaining their growth rates and margins are looking upon the emerging markets in Asia and Latin America
- (b) To maintain their growth rates and margins these companies look at the emerging markets in Asia and Latin America
- (c) The emerging markets of Asia and Latin America are looked at by these companies to maintain their growth rates and margins
- (d) These companies are looking at the emerging markets in Asia and Latin America for maintain their growth rates and margins

Q 18. People who do good work to the corporation wherever they are whatever they do will be assets to the valued corporation.

- (a) good work to the corporation wherever they are whatever they do will be assets to the valued corporation
- (b) good work –wherever they are, whatever they do –will be valued assets to the corporation

VERBAL ABILITY

Direction for questions 16 to 20: *Each of the questions presents a sentence, part of which is underlined. Beneath the sentence you will find four ways of phrasing the underlined part. Follow the requirements*

- (c) whatever good they do the corporation, wherever they are will be valued assets
 (d) good to the corporation whatever work they do wherever they are will be valued assets
- Q 19. From what landscapes or flowerbeds would future painters draw their inspiration? Would move poets to craft their symphonies, composers to contemplate the meaning of God, and philosophers write their sonnets.
 (a) painters draw their inspiration? Would move poets to craft their symphonies, composers to contemplate the meaning of God, and philosophers write their sonnets
 (b) painters draw their inspiration? Would move poets to write their sonnets, composers to craft their symphonies and philosophers to contemplate the meaning of God
 (c) philosophers draw their inspiration? Would move poets to write their sonnets, composers to craft their symphonies, and painters to contemplate the meaning of God
 (d) philosophers to contemplate the meaning of God? Would move painters to draw their inspiration, composers to write their sonnets, and poets to craft their symphonies?
- Q 20. Car sales in the country rose at an annualized rate of 7.8% in June, helped by a spate of new models and falling borrowing costs bringing new buyers back.
 (a) spate of new models and falling borrowing costs bringing new buyers back
 (b) luring of new models and falling borrowing costs bringing new buyers back
 (c) bringing of new models back, spate in borrowing costs, and falling new buyers
 (d) bringing back the borrowing costs, falling in new models, and spate in new models
- Direction for questions 21 to 25: Select the most suitable synonym for the underlined word in the sentence.**
- Q 21. The book did not get much acclaim because of its pedantic style of writing.
 (a) radical (b) dogmatic
 (c) esoteric (d) applicative
- Q 22. The policy announcement was made to the much chagrin of the farmers.
 (a) euphoria (b) placation
 (c) glee (d) mortification
- Q 23. The leader summoned the group and told that the time has come to act and not genuflect.
 (a) grovel (b) procrastinate
 (c) renounce (d) incriminate
- Q 24. The stentorian honks of the marching fleet could be heard for miles.
 (a) rhythmic (b) euphonious
 (c) blaring (d) subdues
- Q 25. Noticing the behavior of the audience in the amphitheater the performer was more bemused than bitter.
 (a) amused (b) bewildered
 (c) enlightened (d) enthused
- Direction for questions 26 to 30: Select the most suitable antonym for the underlined word in the sentences.**
- Q 26. The arguments put forth by the speaker were rather specious but somehow he got away with them.
 (a) fallacious (b) unfeigned
 (c) obscure (d) pernicious
- Q 27. The trends suggest that most of the new members got themselves deregistered within 7 -10 days of their joining due to the exacting instructor.
 (a) insouciant (b) discourteous
 (c) grievous (d) fastidious
- Q 28. The congregation was awestruck at the sight of the levitating saint.
 (a) gravitating (b) enchanting
 (c) captivating (d) vacillating
- Q 29. By the time she could realize the gravity of the situation she found herself ensnared in the labyrinth of accusations.
 (a) seized (b) enmeshed
 (c) intrigued (d) released
- Q 30. The sub-prime crisis has pushed millions of people in the quagmire of financial indebtedness.
 (a) predicament (b) swamp
 (c) tranquility (d) impasse
- Direction for questions 31 to 34: Select the most appropriate set of words from the given choices to fill in the blanks.**
- Q 31. The organization takes its cue from the person on the top. I always told our business leaders their personal _____ determined their organization's _____.
 (a) serendipity, faux pas
 (b) predilection; despair

6.36 □ Other MBA Entrance Papers

- (c) intensity; success
(d) oddity; conformity
- Q 32. The Himalayas ran from east to west and cut off the cold winds from the north. This allowed agriculture to proper and _____ wealth, but it also _____ barbarian invaders from the north.
(a) attracted; dissipated
(b) created; attracted
(c) created; restricted
(d) attracted; evicted
- Q 33. Our _____ diversity may also be of some value. Because we have always learned to live with pluralism, it is possible that we may be better prepared to _____ the diversity of global economy.
(a) stupefying; negotiate
(b) plural; alleviate
(c) variegated; annihilate
(d) dreary; exasperate
- Q 34. My inward petition was instantly _____. First, a delightful cool wave descended over my back and under my feet, _____ all discomfort.
(a) acknowledged; banishing
(b) repudiated; infuriating
(c) acceded; exacerbating
(d) decimated; assuaging
- Direction for questions 35 to 39: A number of sentences are given below which, when properly sequenced, form a COHERENT PARAGRAPH. Choose the most LOGICAL ORDER of sentence from the choices given to construct a COHERENT PARAGRAPH.**
- Q 35. I. As a retention strategy, the company has issued many schemes including ESOPs.
II. Given the track record and success of our employees, other companies often look to us as hunting ground for talent.
III. The growth of the Indian economy has led to an increased requirement for talented managerial personnel and we believe that the talented manpower is our key strength.
IV. Further, in order to mitigate the risk we place considerable emphasis on development of leadership skills and on building employee motivation.
(a) I, II, III, IV (b) II, I, IV, III
(c) II, I, IV (d) IV, I, III
- Q 36. I. It reverberates throughout the entire Universe. And you are transmitting that frequency *with your thoughts!*
II. The frequency you transmit reaches beyond cities, beyond cities, beyond countries beyond the world.
III. You are a human transmission tower, and you are more powerful than any television tower created on earth.
IV. Your transmission creates your life and it creates the world.
(a) IV, I, III, II (b) II, IV, III, I
(c) III, IV, II, I (d) I, II, III, IV
- Q 37. I. Asian economies will need alternative sources of growth to compensate for the rapid fall in demand from the western markets.
II. But the crisis has exposed the limits of region's dominant economic-growth model.
III. The export-led model that propelled many Asian economies so effectively for the past 30 years must be adapted to a different global economic context.
IV. Asia is less exposed to the financial turmoil than the west is, because Asian countries responded to the previous decade's regional crisis by improving their current-account positions, accumulating reserves, and ensuring that their banking systems operated prudently.
(a) IV, II, I, III (b) I, II, III, IV
(c) III, I, II, IV (d) II, III, IV
- Q 38. I. The dangers of conflicting irrational majoritarianism with enlightened consensus are, indeed, great in developing democracy.
II. Real democracy is about mediating the popular will through a network of institutional structure and the law of the land.
III. While law making and governance are meant to articulate the latter, the judiciary is supposed to protect the former from any kind of excess that might occur, unwittingly or otherwise, in the conduct of legislative and governmental functions.
IV. The principle of separation of powers is meant to embody a desirable tension between individual rights and social consensus.
(a) I, II, III, IV (b) II, I, III, IV
(c) IV, III, I, II (d) II, III, IV

- Q 39. I. He somehow knew he would find what he was looking for. So with missionary zeal, he started to climb.
- II. So instead, for perhaps the first in his life he shed the shackles of reason and placed he trust in has intuition.
- III. At first he thought about hiring a Sherpa guide to aid him in his climb through the mountains, but, for some strange reason, his instincts told him this was one journey he would have to make alone.
- IV. The next morning, as the first rays of the Indian sun danced along the colorful horizon, Julian set out his trek to the lost land of Savana.
- (a) I, II, III, IV (b) I, III, II, IV
(c) III, IV, I, II (d) IV, III, II, I

ANSWERS

READING COMPREHENSION

Q. No.	Answer						
1	(d)	2	(b)	3	(c)	4	(c)
5	(d)	6	(b)	7	(d)	8	(b)
9	(d)	10	(d)	11	(d)	12	(d)
13	(d)	14	(a)	15	(d)		

VERBAL ABILITY

Q. No.	Answer						
16	(b)	17	(d)	18	(b)	19	(b)
20	(a)	21	(c)	22	(d)	23	(a)
24	(c)	25	(b)	26	(b)	27	(a)
28	(a)	29	(d)	30	(c)	31	(c)
32	(b)	33	(a)	34	(a)	35	(c)
36	(c)	37	(a)	38	(c)	39	(b)
40	(d)						