

MBA FASTRACK 2025

VARC

TYPES OF QUESTIONS

Lecture 02

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TOPICS

to be covered



- 1) Types of Questions
- 2) Practice Passages



TOPIC : TYPES OF QUESTIONS

Recapitulate

- Set the goals right
- Focus on question solving
- Avoid putting energy to know every bit of the information offered by the author in the passage
- Read with the clear objectives
- Use scratch paper
- Observe transition words

60-70%

Mapping

Must to do *

~~note making~~

a. focus

b. gen ques

where to go



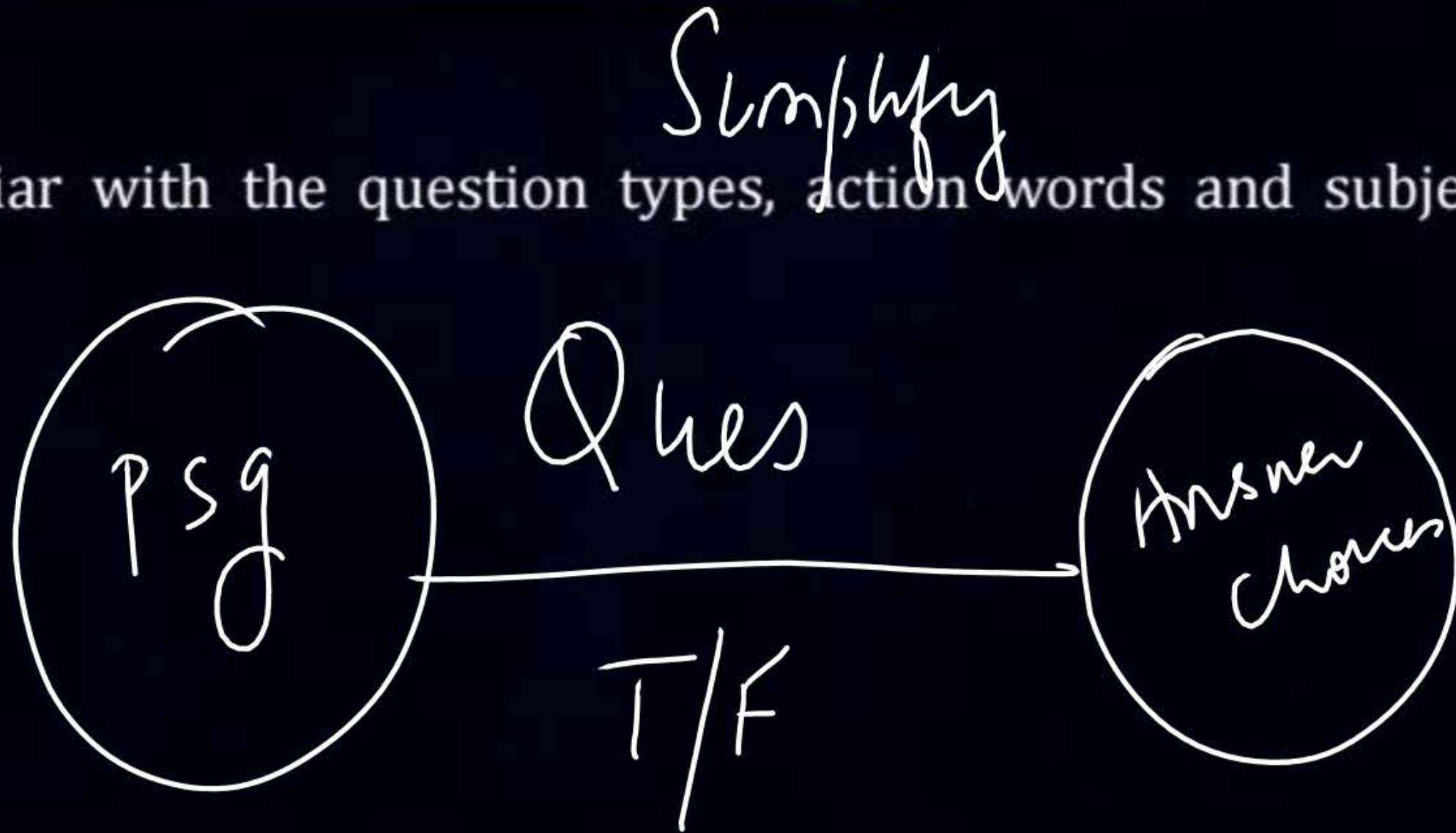
c. specific ques
(Revisit)



TOPIC : TYPES OF QUESTIONS

Solutions

- Become familiar with the question types, action words and subject of the questions.





TOPIC : TYPES OF QUESTIONS ASKED

1. Main idea

What?

- The question stem will look like
- What is the main idea of the passage?
- The main point of the passage is
- Such question aims to ask what the author is talking about in the passage and wants you to believe in.
- This question is relatively easy to solve however to increase the complexity of the question, the answer choices might contain options which overstate the point made by the author or understate the main point.

3. POE

h - lesson / primary
central idea



TOPIC : TYPES OF QUESTIONS ASKED

- It should be clearly kept in mind that any choice which is too narrow or broad can't serve as an answer .
- While reading the paragraph, student should try to focus more on initial lines of the passage and also on the last lines of the passage.



TOPIC : TYPES OF QUESTIONS ASKED

2. Primary purpose

- What is the primary function of the passage?
- The passage is primarily written in order to
- What is the primary purpose of the paragraph?

Why? क्या

→ pollution
Why?

What क्या
Why क्या

The primary purpose question intends to check the understanding of the student with respect to the goal of author writing the passage. It tries to identify the answer for the question as to why the author is writing the paragraph.



TOPIC : TYPES OF QUESTIONS ASKED

Common purposes

- The author may have a purpose to convince the reader about his or her own perspective.
- The other reason to write the paragraph can be to criticize or assess certain aspect.
- The author's intention will be to review some existing theory or present the entirely new perspective on the topic.
- In some passages author may also attempt to explain some theory or concept.



TOPIC : TYPES OF QUESTIONS ASKED

3. Tone

tone
vocabulary how? $\frac{1}{2} \times 1$

poor^{-ve} strategies

- What is author's attitude/tone/opinion in the passage?
- Here it is expected that the student evaluate the author's opinion and identify how strong his or her opinion is. Student should look for the words that reveal author's feelings.

adjectives

+ve
-ve
=

brilliant students

+ve

unimpaired facts



TOPIC : TYPES OF TONES



Types of tones

List

Possible tone	Meaning of the word
Acerbic	Harsh/ severe; bitter
Aggressive	Forceful; tending towards unprovoked offensiveness
Angry/indignant	
Apathetic	Emotionless; not interested/ concerned; indifferent; unresponsive



TOPIC : TYPES OF TONES



Apologetic	Expressing remorse, regret, sorrow for having failed, injured, insulted or wronged another
Belligerent	Aggressively hostile; bellicose
Biased	Favouring one thing/person/group over another for personal reasons.
Caustic	Biting; acerbic
Commiserating	Feeling/ expressing sorrow for; empathizing with; pity
Condescending	Patronizing; showing/implying patronising descent from dignity/ superiority
Contemptuous	Expressing contempt/ disdain



TOPIC : TYPES OF TONES



Cynical	displaying a belief that people are always self-seeking and never altruistic in their actions
Derisive	Unkind and displaying contempt
Disparaging	Speak slightly; depreciating; belittling
Dogmatic	Asserting opinions in an arrogant manner; imperious; dictatorial
Emotional	Easily affected by feelings actuated by experiencing love, hate, fear and the like
Ethical	Dealing with principles of morality; honest; righteous
Euphemistic	Substitution of mild, indirect or vague expression for one thought to be offensive, harsh or blunt
Grandiose	More complicated/ elaborated than necessary; pompous



TOPIC : TYPES OF TONES



Humanistic	Evincing keen interest in human affairs, nature, welfare, values
Humourous	Funny and amusing
Introspective	Consider one's own internal state of feelings
Incendiary	Causing strong feelings
Laudatory	Praising; extolling; applauding
Motivating	Impelling; inciting
Obsequious	Fawning; showing servile complaisance; flattering; deferent
Pedestrian	Lacking vitality, imagination, distinction
Populist	Egalitarian; pertaining to the characteristics of common people/ working class
Provocative	Inciting; stimulating; irritating; vexing
Romantic	Fanciful; impractical; unrealistic; extravagant; exaggerated



TOPIC : TYPES OF TONES



Sarcastic	Harsh, bitter derision; taunting; sneering; cutting remarks
Satirical	Ironical; taunting; human folly held up to scorn/ derision/ ridicule
Speculative	Theoretical rather than practical; thoughtful; reflective; hypothetical
Technical	Using terminology or treating subject matter in a manner peculiar to a particular field, as a writer or a book
Vitriolic	Full of anger and hatred
Vituperative	Cruel and angry criticism



TOPIC : TYPES OF QUESTIONS ASKED

4. Structure

psg construction / flow

- How has been the passage constructed?
- Such question intends to check how the student describes flow of ideas in some particular paragraph of the passage or entirely in the passage. Making notes while reading the passage helps to generate good clarity and it becomes easy to narrow down to the correct answer choices. Here the student should be careful not to mark an answer choice which looks only partially correct.

Keywords Chronological

AI

Big question
Body para 2/3
conc



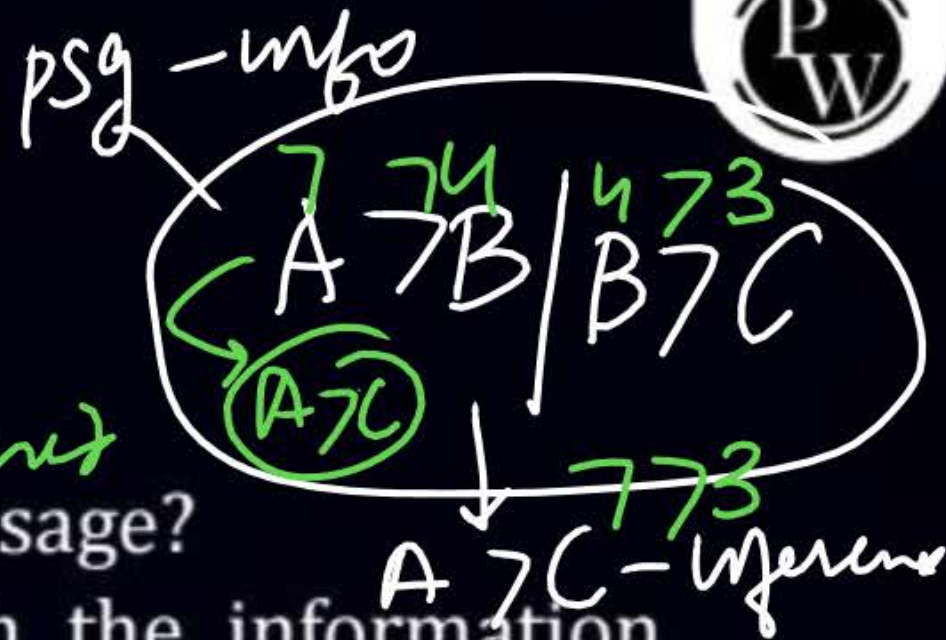
TOPIC : TYPES OF QUESTIONS ASKED



5. Inference

(hidden) / derive (not direct) - directly mentioned

- Which of the following can be logically deduced from the passage?
- Which of the following must be true in accordance with the information provided in the paragraph?
- What can be implied from the second paragraph of the passage?
- What can be inferred from the passage as a whole?
- on the basis of information provided in the passage. Here, it should be kept in mind that the answer comes only from the information provided in the passage and from nowhere else. The student should not get overwhelmed and should not mark an answer which is derived from his or her own knowledge. In inference questions, it is expected from the student to derive a conclusion which is not supported from the text.

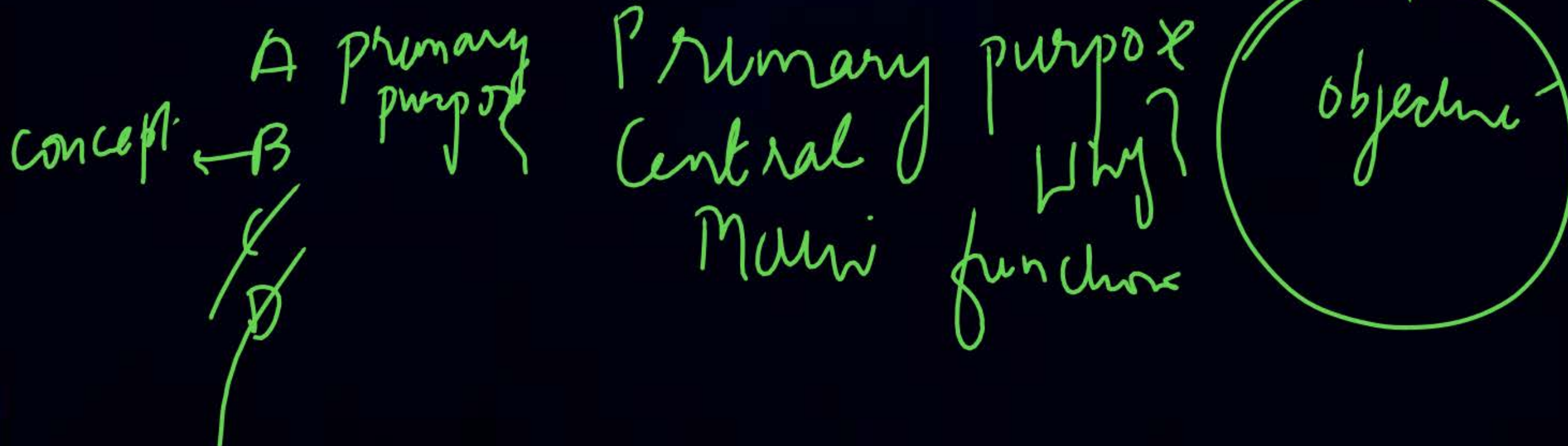




TOPIC : TYPES OF QUESTIONS ASKED

6. Specific purpose

- The author has mentioned some example/term/country/statement...etc in order to
- Why has the author mentioned X in the passage?
- Such questions, ask the student to identify an answer to the why question i.e. the reasoning of the author to mention some reasons, examples or opinions.





TOPIC : TYPES OF QUESTIONS ASKED

7. Retrieval

fetch *Direct-*

- According to the passage, which of the following is true, EXCEPT
- According to the author, which are the conditions discussed for the survival of the apes?
- What is the term mentioned by the author to describe the social phenomenon?
- Such questions usually look for an answer to what question. The questions intend to look for already provided information from the passage. The correct answer choice might not look entirely textual and will be paraphrasing of the information provided in the text.



TOPIC : TYPES OF QUESTIONS ASKED

8. Weakening/Strengthening ☆☆

- Which of the following if true will weaken the argument/cast a doubt/undermine author's perspective?
- Which of the following if true will strengthen/support/bolster the argument made by the author?
- The questions may be framed to weaken or strengthen either the overall claim of the passage or some specific conclusion drawn intermediately in the discussion.



TOPIC : TYPES OF QUESTIONS ASKED



9. Vocab in context questions (OMETS)

- What does the word Y means in the passage?
- Here the question intends to check the student's understanding of the word or term mentioned in the paragraph. *entire psg*

1. Main idea - What
2. Primary purpose - Why
3. tone how
4. structure / keywords

1. Inference (*not direct*)
2. Retrieval
3. specific purpose

AI

S/W

challenges

suggestions

4.) str./weakening



Topic : Practice passage



Read the following Passage and answer the questions :

Much debate surrounds which kind of political system best achieves a functioning market economy with strong protection for property rights. People in the west tend to associate a representative democracy with a market economic system, strong property rights protection, and economic progress. Building on this, we tend to argue that democracy is good for growth.

However, some totalitarian regimes have fostered a market economy and strong property rights protection and have experienced rapid economic growth. Five of the fastest-growing economies of the past 30 years - China, South Korea, Taiwan, Singapore, and Hong Kong had one thing in common at the start of their economic growth: Undemocratic governments. At the same time, countries with stable democratic governments, such as India, experienced sluggish economic growth for long periods. In 1992, Lee Kuan Yew, Singapore's leader for many years, told an audience, "I do not believe that democracy necessarily leads to development. I believe that a country needs to develop discipline more than democracy. The exuberance of democracy leads to undisciplined and disorderly conduct which is inimical to development."

debate-

West-
- Demo

46/25

10% regime

China - ck
India
LKY

harmful



Topic : Practice passage



However, those who argue for the value of a totalitarian regime miss an important point: If dictators made countries rich, then much of Africa, Asia, and Latin America should have been growing rapidly during 1960 to 1990, and this was not the case. Only a totalitarian regime that is committed to a market system and strong protection of property rights is capable of promoting economic growth. Also, there is no guarantee that a dictatorship will continue to pursue such progressive policies. Dictators are rarely benevolent. Many are tempted to use the apparatus of the state to further their own private ends, violating property rights and stalling economic growth. Given this, it seems likely that democratic regimes are far more conducive to long-term economic growth than are dictatorships, even benevolent ones. Only in a well-functioning, mature democracy are property rights truly secure. Nor should we forget Amartya Sen's arguments where he says that states, by limiting human freedom, also suppress human development and therefore are detrimental to progress.

missed
Africa, Asia, Lat. Am.
Cond'n
kind
system
It doesn't guarantee
Democ(+)
AS
align



Topic : Practice passage



While it is possible to argue that democracy is not a necessary precondition for a free market economy in which property rights are protected, subsequent economic growth often leads to the establishment of a democratic regime. Several of the fastest-growing Asian economies adopted more democratic governments during the past three decades, including the East Asian economies of South Korea and Taiwan. Thus, although democracy may not always be the cause of initial economic progress, it seems to be one consequence of that progress.

demo - not necessary
(precondition)

Conclusion - direct
Inference - demerred

QUESTION- 01



Q#. The author believes that

IIFT

- A. Democracy is neither the cause nor the consequence of growth
- B. Democracy is only the cause and not the consequence of growth
- C. Democracy can be both the cause and the consequence of economic progress
- D. Democracy is only the consequence and can never be the cause of growth

extreme

never be the

QUESTION- 02

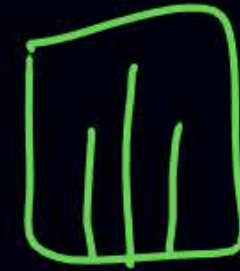


Q#. East Asian economic growth model exhibits the following sequence:

- A. Democratic ^{Str}regime in the beginning followed by totalitarian regime. ~~X~~
- B. Undemocratic regime in the beginning succeeded by a relatively more democratic regime. ✓
- C. Undemocratic regimes in the beginning as well as in the subsequent ^{later} stages. ~~X~~
- D. Malevolent dictatorship followed by benevolent dictatorship. ~~X~~

Benevolent

QUESTION- 03



Q#. The necessary condition for economic growth is :

- A. Democracy and market economy
- B. Totalitarian regime and protection of property rights
- C. Benevolent dictatorship
- D. Market economy and protection of property rights

QUESTION- 04



Q#. The argument in the passage is built on the premise: *Consideration*

- A. Neither the democracy nor a totalitarian regime in itself ensures economic growth
- B. Democratic regime alone is conducive to economic growth
- C. Only a totalitarian regime is conducive to economic growth
- D. None of these options



Topic : Practice Passage – 02



CAT 2024

The passage below is accompanied by four questions. Based on the passage, choose the best answer for each question.

There is a group in the space community who view the solar system not as an opportunity to expand human potential but as a nature preserve, forever the provenance of an elite group of scientists and their sanitary robotic probes. These planetary protection advocates [call] for avoiding "harmful contamination" of celestial bodies. Under this regime, NASA incurs great expense sterilizing robotic probes in order to prevent the contamination of entirely theoretical biospheres....

grp - Sp Comm

ownership

res. comm

call for

NASA



Transporting bacteria would matter if Mars were the vital world once imagined ^{Mars - life} by astronomers who mistook optical illusions for canals. Nobody wants to expose Martians to measles, but sadly, robotic ^{2/1/11} exploration reveals a bleak, rusted landscape, lacking oxygen and flooded with radiation ready to sterilize any Earthly microbes. Simple life might exist underground, or down at the bottom of a deep canyon, but it has been very hard to find with robots. . . . The upsides from human exploration and development of Mars clearly outweigh the welfare of purely speculative Martian fungi. . . . ^{life?}

The other likely targets of human exploration, development, and settlement, our moon and the asteroids, exist in a desiccated, radiation-soaked realm of hard vacuum and extreme temperature variations that would kill nearly anything. It's also important to note that many international competitors will ignore the demands of these protection extremists in any case. For example, China recently sent a terrarium to the moon and germinated a plant seed—with, unsurprisingly, no protest from its own scientific community. In contrast, when it was recently revealed that a researcher had surreptitiously smuggled super-resilient microscopic tardigrades aboard the ill-fated Israeli Beresheet lunar probe, a firestorm was unleashed within the space community. . . .

moon
not
ignore
China
China
secretly
gran
ten



NASA's previous human exploration efforts made no serious attempt at sterility, with little notice. As the Mars expert Robert Zubrin noted in the National Review, U.S. lunar landings did not leave the campsites cleaner than they found it. Apollo's bacteria-infested litter included bags of feces. Forcing NASA's proposed Mars exploration to do better, scrubbing everything and hauling out all the trash, would destroy NASA's human exploration budget and encroach on the agency's other directorates, too. Getting future astronauts off Mars is enough of a challenge, without trying to tote weeks of waste along as well.

A reasonable compromise is to continue on the course laid out by the U.S. government and the National Research Council, which proposed a system of *Compromis* zones on Mars, some for science only, some for habitation, and some for resource exploitation. This approach minimizes contamination, maximizes scientific exploration . . . Mars presents a stark choice of diverging human futures. We can turn inward, pursuing ever more limited futures while we await whichever natural or manmade disaster will *finish* eradicate our species and life on Earth. Alternatively, we can choose to propel our biosphere further into the solar system, simultaneously protecting our home planet and providing a backup plan for the only life we know exists in the universe. Are the lives on Earth worth less than some hypothetical microbe lurking under Martian rocks?

Question – 05



Q#. The author's overall tone in the first paragraph can be described as

- A. Approving of the amount of money NASA spends to restrict the spread of contamination in space.
- B. Sceptical about the excessive efforts to sanitise planets where life has not yet been proven to exist.
- C. Indifferent to the elitism of a few scientists aiming to corner space exploration.
- D. Equivocal about the reasons extended by the group of scientists seeking to limit space exploration.

Question – 6



not bad → good
the agree

With which choice the

Q#. The author is unlikely to disagree with any of the following EXCEPT: author

- A. The proposal for a zonal segregation of the martian landscape into regions for different purposes. will not agree!
- B. That while NASA's earlier missions were not ideal in their approach to space contamination, they likely did no grave damage. ✓
- C. Space contamination should be minimised until the possibility of life on the astronomical body being explored is ruled out. ~
- D. The exorbitant costs of continuing to keep the space environment pristine may be unsustainable. ✓

Question - 7



Previous H-LD
7-C
8-A

Q#. The contrasting reactions to the Chinese and Israeli "contaminations" of lunar space

- A. Are evidence of China's reasonable approach towards space contamination. X
- B. Are valid as the contamination of the lunar environment from animal sources is far greater than from plants. X
- C. Reveal global biases prevalent in attitudes towards different countries.
- D. Indicate that national scientists may have different sensitivities to issues of biosphere protection.



*Thank
You*