CATapult Courseware

Module 2
Verbal Ability

Published by IMS Learning Resources Pvt. Ltd. in the Year 2020

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VA-2.1 | TYPES OF PASSAGES & TONES THEORY

Introduction

One of the key competencies that is essential to successfully tackle Reading Comprehension questions is the ability to vary one's reading speed depending on the type of content. For example, the speed at which one would read a simple story or the newspaper report on a cricket match will be much faster than the speed at which one would read a short passage on some philosophical concept. The same applies to reading comprehension passages. You cannot read all passages at the same speed.

The variation in reading speed occurs at two levels:

Between passages

Depending on the type of content you would have to make a conscious choice to read faster or slower than your normal speed. Passages dealing with philosophical topics or abstract ideas generally demand a slower reading speed than passages that are similar to opinion pieces in newspapers and magazines.

Within passages

Even within passages, different parts should be approached with different reading speeds. While it is easier to differentiate between types of passages based on their content and vary your reading speed, it is tougher to vary your reading speed within a passage. This depends on your ability to automatically identify and filter out the less important parts of passage for faster reading and slowing down at the crucial parts.

Understanding Passages – Types of Passages

All passages are constructed to discuss a certain issue, topic or concept. The passage will introduce/ give the background of the issue/topic/concept at hand. Introduce the main arguments and then provide supporting examples or arguments.

As you read you should able to clearly identify the key sentence(s) which:

- give the background
- provide the supporting arguments
- provide the main arguments
- provide a conclusion, if any

These key sentences when read together should form a précis, which is a concise summary of the passage.

More about the four passage types

(I) Features of narrative passages

- Narrative passages are usually easier to read since they have a storytelling format.
- The key point that the author intends to make usually comes in the second half of the passage since the first half is usually devoted to building the background.
- There are not many arguments and counter arguments since the story is usually used to build towards one central idea rather than dispute or debate an idea.
- Narrative passages tend to be written in the first person, though this is not a hard-and-fast rule, nor does a first-person passage necessarily have to be of the narrative type.

How to read a narrative passage

On the whole, narrative passages are easier reads. They tend to have a lot of sentences that you can read at a faster pace. They can easily be compressed to half their size, i.e. only about half the material contains important points. So when reading them, the key is to identify the parts where the author puts forth his/her opinion or central idea and concentrate on those parts, while reading the rest at a faster pace.

Questions accompanying narrative passages

- The main questions on narrative passages tend to revolve around the central idea or the main theme that the author builds with the help of the narrative.
- The questions based on the narrative or the story part of the passage tend be straightforward informational questions or based on the tone of the author (humorous, sarcastic, etc.).

(II) Features of descriptive passages

- A descriptive or informative passage describes or provides information about a concept, a thing, an event, a person, etc. The actual topics can vary greatly.
- The language in a descriptive passage tends to be straightforward, as the author usually tries to make his/her explanation as clear as possible.
- The tone of a descriptive passage usually tends towards neutral or objective, as the author simply provides information, without giving his/her opinion of it.

How to read a descriptive passage

Depending on the topic, a descriptive passage could be very simple or considerably difficult to read. A description of an uncomplicated or concrete thing (such as sequoia trees in passage II) should not present much difficulty, though some of the technical jargon may give you pause. A description of an abstract concept from physics or philosophy, however, could be much tougher to understand.

A descriptive passage tends to be heavy with information, so it needs to be read carefully. However, depending on the topic or the author's style, some points may be reiterated or explained in multiple ways, in which case you can speed up your reading (assuming you have already understood the point).

Questions accompanying descriptive passages

- The main questions on descriptive passages are generally specific questions regarding the points made in the passage.
- The questions can also test your overall understanding of the passage, such as questions on the title, central idea, possible source of the passage, etc.

(III) Features of argumentative passages

- The content is relatively dense, with the author using examples and supporting arguments to make his/her main point.
- There are typically many arguments and counter arguments since the author would try to make his arguments very convincing and address the various objections that can be raised against his/her point of view.

How to read an argumentative passage

Argumentative passages are tougher to read than narrative or descriptive passages. The key is to follow the arguments and counter arguments and the logic that is used to make them, and understand the role that examples play.

Unlike narrative passages there is relatively less material that you can read very fast. With practice you should be able to speed up your reading when the author is discussing examples if you have already understood the point he/she is trying to make.

Questions accompanying argumentative passages

- The main questions on argumentative passages generally revolve around the arguments, counter arguments and supporting arguments.
- The questions can also test your understanding of why the author uses particular examples.

(IV) Features of analytical passages

- The content is usually extremely dense with no easy portions to read.
- There will rarely be any simple examples or personal narrative in such passages.
- There is an overall goal in the passage – a conclusion that the author attempts to reach, a purpose for his/her writing it.
- The language used will be very precise and functional and might not have as many adjectives or idioms as narrative or descriptive passages.
- The topics tend to be somewhat far from your daily reading, as they are about ideas not things or events.
- An analytical passage differs from a descriptive one in that in the latter, the author attempts to explain something to others (i.e. the readers), while in the former, he/she attempts to analyse or understand it himself.

How to read an analytical passage

Analytical passages can be understood only by reading them at a pace slower than your usual speed. Just like some movies require you to think while you are watching in order to follow the plot, analytical passages rarely have sentences that can be directly understood. Most sentences require you to consciously employ your thinking faculty while you are reading.

Questions accompanying analytical passages

- The questions will usually test your understanding of the concepts explained in the passage.
- If you are able to slow down your pace and assimilate the concepts outlined in an analytical passage, the questions will seem very straightforward.

Types of passages in various tests

In the CAT, you are most likely to come across argumentative or analytical passages. The other two types are not completely absent, but are relatively rare. The same holds true for the XAT. In other tests, such as the IIFT, you are more likely to come across narrative or descriptive passages, though the other two types are also present.

Understanding Passages – Types of Tones

What does the word 'tone' mean?

A few relevant meanings from the dictionary:

- the quality or character of a sound: a nervous tone of voice
- general aspect, quality, or style: I didn't like the tone of his speech
- high quality or style: to lower the tone of a place
- the quality of a given colour, as modified by mixture with white or black; shade; tint: a tone of red

From the above definitions it can be seen that tone always refers to a qualitative evaluation of sound or colour.
Similarly, with respect to written text, tone refers not to WHAT the author says but HOW he/she says it.

For example, let us take the simple situation of a mother who is annoyed at her children and how she communicates it:

A. I suggest you rework this report and substantiate it with facts.
B. To call this a report would be a shame; there are no facts, only fancies!

In A, the speaker is expressing his dissatisfaction with the report only by pointing out what it lacks, whereas in B, the author clearly displays the extent of his disappointment as well as his anger (to call this a report would be a shame).
To take another example,

C. While the loss of our cultural heritage post-liberalization is indeed lamentable, it is not pressing as a concern as the fate of the millions of the poor whose fate has worsened and whose plight is no longer even acknowledged since India is supposedly no longer a poor country, but a vibrant and successful one.
D. All the talk about the loss of our culture post-liberalization will vanish, if those lamenting had an empty stomach; what is really disgusting, is the fact that we are aggressively celebrating a new India that allows a few to afford obscene luxuries and pretend that as a country we are no longer poor, which is in effect denying the existence of the poor.

In sentence C, the sentence offers an objective perspective on how to view the effects of liberalization: increasing poverty is a more serious concern than the loss of our cultural heritage, which nevertheless is a concern. Sentence D launches an extremely strong attack on our ignorance of poverty, on lamenting the loss of our culture and most of all on celebrating our prosperity.

In the examples discussed, you can see how tone reflects the attitude of the author towards the subject or the point of view he/she is dealing with in his/her writing.

So how does tone feature in reading comprehension?

One of the ways in which reading comprehension passages directly test the understanding of tone is through the following question type:

The author's tone can best be described as:

1) Didactic 2) Condescending 3) Patronizing 4) Pedantic

Answering a tone question requires not just identifying the tone precisely, but knowing the words that stand for various tones. Apart from this, it is essential to understand the meanings of the words that the author uses to express his opinion. For example, in D the author uses the word *obscene* before *luxuries*, which shows us the degree to which the author is in disagreement with our celebration of prosperity.

Why is it important to know the tone of the author?

Because tone provides valuable information about the intent and attitude of the author, which in turn helps you understand the passage. For instance, if you can identify the tone of the author in a passage as 'sarcastic' or 'facetious', you would have a very different understanding of the content of the passage than if you failed to identify the tone, i.e. if you thought the author was being serious. Tone also helps you answer questions that involve inferring what the author would agree or disagree with - if you identify his/her tone as, say, 'positive' or 'optimistic', then you'll have a better understanding of what other points he/she would agree with or what course of action he/she would advocate.

Words that describe tones

There are many tones that authors can express and the answer options will have various words to describe the tone of the author. So, apart from identifying the tone or the attitude of the author towards the subject he is dealing with, you should know the meanings of the various words used in the options to denote tone.

The various words that are used to describe tone can be broadly classified into the following groups that indicate the attitude towards the subject or argument. (Please note that this is not an exhaustive list, just some of the common types of tones.)

POSITIVE	NEGATIVE	NEUTRAL	MIXED	UNCERTAIN
Optimistic	Pessimistic	Disinterested	Ambivalent	Ambiguous
Buoyant	Apprehensive	Unbiased	Contradictory	Vacillating
Upbeat	Bleak	Apathetic	Bipartisan	Wavering
Expectant	Resigned	Detached		Equivocal
Sanguine	Cynical	Indifferent		Bemused
	Worried	Non-partisan		
		Objective		

POSITIVE

Optimistic, buoyant, upbeat, expectant, sanguine are all used to denote a positive attitude or outlook towards someone/something.
Optimistic and **sanguine** both mean hopeful.
Buoyant and **upbeat** mean cheerful or happy.
Expectant means expecting something good to happen.
For example, the following sentence has a **positive** tone:
The time is ripe for investing in a second home outside the city.

NEGATIVE

There can be various degrees of negativity towards someone/something.
Apprehensive and **worried** refer to having doubts or fears about the possible negative/harmful effects.
Pessimistic refers to a negative attitude or outlook towards someone/something.
Cynical denotes a general attitude of pessimism or negativity towards most things.
Bleak and **resigned** denote an attitude lacking hope or a positive outlook.
For example, the following sentence has a **negative** tone:
Given how much he dislikes hard work, it is unlikely that he will ever be successful in life.

NEUTRAL

Disinterested, unbiased and **non-partisan**, all denote the lack of any bias.
Detached, apathetic and **indifferent** denote a neutral attitude, the lack of an emotional attachment.
Objective denotes an attitude that is free of personal bias and based purely on facts.
For example, the following sentence has a **neutral** tone:
You may do as you wish for the next hour or two.

MIXED

Sometimes the attitude towards someone/something might be positive and negative at the same time: positive about some aspects and negative about others.
Ambivalent refers to having both positive and negative attitudes towards the same thing.
Contradictory is having or presenting views that directly oppose each other.
Bipartisan means supporting both opposing parties or sides.
For example, the following sentence has a **mixed** tone:
I have nothing against people smoking; however, I still feel that cigarettes should be banned.

UNCERTAIN

Sometimes the tone of an author can be hard to make out because he/she might not be clearly defining his/her stand.
Ambiguous denotes vagueness or lack of clarity.
Equivocal denotes the lack of a clearly defined position, or it means capable of being interpreted in many ways.
Wavering and **vacillating** denote a lack of firmness in attitude; a constant shifting from one side to the other.
Bemused means bewildered or confused, which could be the case when the author himself/herself is not sure of what he/she is talking about.
For example, the following sentence has an **uncertain** tone:
I may be able to help you out, though I cannot promise anything.

CAUTIOUS	PRAISING	CRITICIZING	PREACHING	LIGHT-HEARTED
Sceptical	Laudatory	Ironic	Patronizing	Humorous
Guarded	Eulogistic	Satirical	Didactic	Flippant
Circumspect	Panegyric	Sarcastic	Pedantic	Irreverent
		Sardonic	Condescending	Tongue-in-cheek
		Derogatory		Facetious
		Disparaging		Witty
		Caustic		
		Acerbic		
		Scathing		
		Disdainful		
		Ridiculing		

CAUTIOUS

Guarded and **circumspect** denote an attitude of caution where authors will not blindly endorse or support something, their approach will be one of proceeding with caution, mindful of all the dangers and risks.
Sceptical denotes a questioning, unbelieving attitude where one will not accept anything unless there is conclusive proof.
While debating or discussing an idea or argument, authors tend to take on a particular tone that emphasizes their attitude very strongly.
For example, the following sentence has a **cautious** tone:
Perhaps what you say is true; however, I think more enquiry into the matter is required.

PRAISING

Laudatory denotes a tone where the author is clearly praising someone/something.
Eulogistic and **panegyric** denote a higher degree of praise where the author showers praise on someone/something in glowing terms.
For example, the following sentence has a **praising** tone:
Her chocolate buns taste like heaven.

CRITICIZING

Sarcastic, satirical, ironic and **sardonic** are all critical tones that involve poking fun and mocking.
Sarcastic, satirical and **ironic** mean mocking or insulting, by using words that mean the opposite of what they are meant to convey.
Sardonic means bitterly mocking.
Disparaging and **derogatory** denote belittling or reducing the rank, merit or status of someone/something.
Caustic and **acerbic** denote really bitter, cutting and aggressive verbal attacks.
Scathing denotes strong, deeply critical attacks.
Disdainful means regarding something or someone as unworthy.
Ridiculing means mocking or making fun of.
For example, the following sentence has a **criticizing** tone:
I do not think that my opponent has any idea what he is talking about.

PREACHING

Authors can also take a very preachy or instructional tone, where they assume a superior position or knowledge with respect to someone/something.
Didactic denotes a teaching or instructional attitude, whereas **pedantic** denotes excessive concern for minute text-bookish details.
Patronizing and **condescending** denote an attitude of superiority towards others.
For example, the following sentence has a **preaching** tone:
In order to get along, everyone must learn to take other people's feelings into account.

LIGHT-HEARTED

Authors can express their opinions in an acceptable light-hearted way and can also go to the extreme of not treating their subject with the seriousness it deserves. This lack of seriousness and respect is revealed through the use of humour.
Humorous denotes the usage of jokes or puns or any other device to evoke laughter.
Flippant denotes a lack of seriousness or the presence of a casual attitude towards a serious issue or situation.
Irreverent denotes a lack of respect towards a situation/issue deserving respect.
Tongue-in-cheek or **facetious** denote that which is amusing or not meant to be taken seriously.
Witty means amusingly clever.
For example, the following sentence has a **light-hearted** tone:
Procrastinate now; don't put it off.

CLASS EXERCISE

Directions: *Read the passage, underline sentences/paragraphs that you think are crucial to understanding the central idea of the passage and when read together will form a précis of the passage and answer the question that follows the passage.*

PASSAGE I

Trees grow tall and wide-crowned as a measure of competition with other trees, racing upward, reaching outward for sunlight and water. And a tree doesn't stop getting larger — as a terrestrial mammal does, or a bird, their size constrained by gravity — once it's sexually mature. A tree too is constrained by gravity, but not in the same way as a condor or a giraffe. It doesn't need to locomote, and it fortifies its structure by continually adding more wood. Given the constant imperative of seeking resources from the sky and the soil, and with sufficient time, a tree can become huge and then keep growing. Giant sequoias, which are some of the largest trees in the world, are gigantic because they are very, very old.

They are so old because they have survived all the threats that could have killed them. They're too strong to be knocked over by wind. Their heartwood and bark are infused with tannic acids and other chemicals that protect against fungal rot. Wood-boring beetles hardly faze them. Their thick bark is flame resistant. Ground fires, in fact, are good for sequoia populations, burning away competitors, opening sequoia cones, allowing sequoia seedlings to get started amid the sunlight and nurturing ash. Lightning hurts the big adults but usually doesn't kill them. So they grow older and bigger across the millennia.

Another factor that can end the lives of big trees, of course, is logging. Many giant sequoias fell to the axe during the late 19th and early 20th centuries. But the wood of the old giants was so brittle that trunks often shattered when they hit the ground, and what remained had little value as lumber. It went into shingles, fence posts, grape stakes and other scrappy products. Given the difficulties of dealing with logs 20 feet thick, broken or unbroken, the trees were hardly worth cutting. Sequoia National Park was established in 1890, and automobile tourism soon showed that giant sequoias were worth more alive.

One thing to remember about them is that they withstand months of frigid conditions. Their preferred habitat is severely wintry, so they must be strong while frozen. Snow piles up around them; it weights their limbs while the temperature is below freezing. They handle the weight and the cold with aplomb, as they handle so much else.

1. Which of the following best describes the content and organization of the passage?
    1) The author is trying to logically make a point about an issue and is presenting arguments and counter arguments for the same.
    2) The author is trying to present his view on an issue or situation by recounting his personal experiences.
    3) The author is trying to understand or analyse a concept or point of view.
    4) The author is describing or providing information about a thing, event or idea.

Directions: *Read the passages carefully and answer the questions that follow.*

PASSAGE II

Back in the early 1970s, when I was teaching in California, I had a colleague named Bob Williams who taught fiction writing and was famous for beginning each semester with a lecture on the art of cooking. He'd tell his students, for example, how to prepare a dish of sausages, onions, and peppers—elaborately describing how to choose the right frying pan, olive oil, and sausages, explaining next how they ought to be cooked till browned and then removed from the pan—so that the sliced onions, garlic and peppers, and fresh herbs could be introduced in their own proper order—until he had the entire class salivating. The point, of course, was not just to stimulate their appetites, but to show them the degree of love and devotion to the smallest detail required to turn this simple Italian dish, often poorly made, into a culinary masterpiece. Writing stories and poems was like that too, he told them. Instead of the ingredients he had just conjured, there would be words, experiences and imaginings to combine. Actually, what he demonstrated to his students was the ancient relationship between cooking, eating well and storytelling.

Bob grew up on a farm in New Jersey next door to some Italian farmers in whose kitchens he learned how to eat and cook. He believed in the simplest of dishes done well. In California, with all the fresh vegetables available in the markets and people's gardens, that made perfect sense. He never cooked a bad meal for me, and yet he constantly fretted about something not coming out right. We'd console him, telling him he was imagining things, but he wouldn't hear of it. There was an element of chance in cooking that gave it a touch of unpredictability. Yeah, sure, these linguine with clams in white sauce were good, but you ought to have tasted them the last time he made them.

Inevitably, these complaints about how the linguine we were eating turned out made him think of other dishes that he either cooked himself or ate somewhere else, which in turn recalled people he had known and stories about them. Bob was like my grandmother, who associated every important event in the twentieth century with what she was eating that day. She could tell you exactly what kind of bean soup she was making the day World War II ended, the difficulty of finding sausages, and how she had on hand only some bacon. This is the kind of talk that either bores or delights its listeners. Like my late friend Bob, I see food and wine as aids to memory and inspirers of eloquence. Without these even the most exquisitely prepared meal is not as satisfying to me.

At least in the United States, this kind of eating and storytelling is now only experienced at someone's home, since restaurants tend to be too noisy, too dark, and their seating too cramped to linger over a meal, especially when the waiters are hovering, in a hurry to get rid of us. Even with all the cooking shows on television and all the thousands of cookbooks available in bookstores, fewer and fewer people have the time to cook at home and invite friends over. Thinking about it the other day, I realized that most of what I learned about my family members and their lives I heard over family meals. More than that, some of the stories I still tell my friends I first heard some relative or family friend relate over a long dinner or Sunday lunch more than sixty years ago. You may be wondering, perhaps, what was I doing sitting with grown-ups at the table when I ought to have been in bed or playing with kids my age in the back yard? I wonder about that

myself. Clearly, all that talk and laughter, not to mention the remains of the delicious meal left lying around to nibble on—and even a sip of wine from a glass when no one was looking—were more interesting to me than whatever went on elsewhere at that moment, whether in the streets or in the world.

2. Which of the following is the primary purpose of the passage?
   1) To elaborate on the similarities between Bob Williams and the author's grandmother when it came to cooking.
   2) To elaborate on the importance of families cooking and eating together at home.
   3) To elaborate on the pleasures of cooking and eating and their relationship with storytelling.
   4) To elaborate on the similarities between cooking and storytelling.

3. Which of the following best describes the content and organization of the passage?
   1) The author is trying to logically make a point about an issue and is presenting arguments and counter arguments for the same.
   2) The author is trying to present his view on an issue or situation by recounting his personal experiences.
   3) The author is trying to understand or analyse a concept or point of view.
   4) The author is describing or providing information about a thing, event or idea.

4. Which of the following best describes the tone of the author?
   1) Sentimental 2) Nostalgic 3) Optimistic 4) Euphoric

PASSAGE III

Glaciers are wild beasts. Back in our preindustrial days we feared them like we feared wolves—glaciers could eat whole villages. By the late 19th century they'd become tourist attractions; in Switzerland you could venture into the belly of the Rhône Glacier through a tunnel dug each summer next to the Hotel Belvedere. By then we had also begun creating a world that may one day have no room for glaciers. But for now, beasts they remain.

Beasts that breathe. Snow stacks up to become ice in the upper altitudes of a glacier; it melts down near the snout. 'The glacier breathes in in winter, then breathes out in summer,' says Matthias Huss, a young Swiss glaciologist. In August, a quarter of the water flowing in the Rhône River comes from melting glaciers.

When enough ice weighs down on it, ice itself can flow. 'When it's not moving, it's stagnant ice—it's not a glacier,' says Dan Fagre, pointing at a shrivelled white patch in Montana's Glacier National Park. There are 25 active glaciers in the park, but a century ago there were 150. Many disappeared before they could be put on a map. We know them by their moraines—the piles of rubble they ploughed up as they slid downhill, back when they were alive and moving.

Twenty thousand years ago Switzerland was a sea of ice; only the high Alps protruded as wind-shattered islands. In the 19th century the remnants of this Ice Age surged a bit, at the end of what's now called the Little Ice Age. An 1849 daguerreotype shows the snout of the Rhône Glacier extending about 1,700 vertical feet lower than it does now. It fell down a steep escarpment, its ice crags suffused with blue light, and crept along the valley floor like a frozen amoeba. An amoeba several stories high.

Daring to rub shoulders with such monsters during the Little Ice Age is what allowed Swiss scientists to realize—from moraines and other tracks high in the mountains—that big ice ages once happened. It's how we learned that Earth's climate can change profoundly. If we weren't changing it now ourselves, if nature were still in control, we'd be due for another ice age in a millennium or two. Conversely, if we burn all the coal, oil and gas still underground, we'll melt every last speck of ice on Earth. Glaciers remind us: We're at an interesting fork in the road.

5. Which of the following is the primary purpose of the passage?
   1) To show that glaciers are melting faster than ever before.
   2) To warn us that glaciers are in danger of melting if we don't halt global warming.
   3) To explain how Swiss scientists understood the origins of glaciers.
   4) To discuss the features, history and future of glaciers.

6. Which of the following best describes the content and organization of the passage?
   1) The author is trying to logically make a point on an issue and is presenting arguments and counter arguments for the same.
   2) The author is trying to present his view on an issue or situation by recounting his personal experiences.
   3) The author is trying to understand or analyse a concept or point of view.
   4) The author is describing or providing information about a thing, event or idea.

7. Which of the following best describes the tone of the author?
   1) Awed 2) Concerned 3) Careful 4) Both (1) and (2)

PASSAGE IV

The European economy is in the doldrums. The countries on the periphery are already threatened by sky-high youth unemployment, stricken banking systems and economic stagnation – all before a possible breakup of the euro that would make matters still worse. Even countries at the centre are being affected by loss of confidence and fear of the future. What we need from European leaders and policymakers now is initiative – not just to stabilize the euro, but to use the opportunity to recast the whole framework of economic policy so that it permits member states to put their public balance sheets behind their banking systems, reframe innovation and investment policy and redesign their social contracts so they offer crucial security – but also more flexibility. This is a moment to act.

Perhaps the worst aspect of the current crisis is the way it is killing faith in the notion of European integration – the idea that Europeans acting in concert can make their economies and societies stronger rather than weaker seems to have lost its force. Political leaders in both France and Germany genuflect to the idea of 'more Europe' – but with no agreement about what more Europe could mean. There is well-meaning intent, but no intellectual content that goes beyond national agendas – in Germany the well-known commitment to budgetary discipline and in France, under its new leadership, to government-inspired 'growth'. What is needed is a common analysis driven by practical realities and intellectual energy, some joint giving of ground and then decisive action in the name of Europe.

First, Germany must begin to recognize that asking all eurozone countries to commit to incredible economic policies, especially in the wake of a financial crisis and overhang of enormous private debt, is simply incredible. Financial markets do not believe that Greece can stay in the euro if the price is mass unemployment and privation, even if to a degree the Greeks are the architects of their own ruin. Nor do they believe that Spain can solve its banking crisis with no support from the rest of Europe, even if again Spain is in part the architect of its own folly. Credibility is not served by incredible policies.

Begin with the eurozone rules. One of the follies of American neo-conservatism was the proposition that capitalist economies and businesses could manage existential risk without the support of the government. After the financial crisis we know differently: the long-standing European view that business and the state are co-dependent, has been proved wholly right.

If the eurozone is going to express the particularities of European capitalism, it has to permit states a degree of freedom to use their balance sheets and their tax base to cogenerate wealth. Instead, a combination of German desire to impose iron discipline across a continent is fusing with American neoconservative notions that nothing more is needed to stimulate enterprise than a free market and a minimal state. Rather what is needed is the creation of a 21st-century European social market economy in every member country – but respecting its particular institutions.

8. Which of the following is the primary purpose of the passage?

   1) To suggest that all the countries of the eurozone must work together to overcome the current European economic crisis.
   2) To point out that the European economy is in trouble and suggest ways in which it could be helped.
   3) To show how the current troubles in the eurozone are adversely affecting the notion of European integration.
   4) To contend that the problems that the European economy is facing cannot be solved using American-style policies.

9. Which of the following best describes the content and organization of the passage?

1) The author is trying to logically make a point about an issue and is presenting arguments and counter arguments for the same.
2) The author is trying to present his view on an issue or situation by recounting his personal experiences.
3) The author is trying to understand or analyse a concept or point of view.
4) The author is describing or providing information about a thing, event or idea.

10. Which of the following best describes the tone of the author?

1) Optimistic 2) Circumspect 3) Persuasive 4) Objective

PASSAGE V

In the nineteen-twenties, there were probably few people better qualified to translate the classic Old English epic poem *Beowulf* than J. R. R. Tolkien. He had learned Old English and started reading the poem at an early age. He loved *Beowulf* and would declaim passages of it to the private literary club that he had founded with his schoolmates. In 1920, he began teaching Old English at the University of Leeds. He needed money – by now he had a wife and children. Anyone could have told him that he should translate *Beowulf*. How this would have advanced his reputation! Finally, he sat down and did it. He finished the translation in 1926, at the age of thirty-four. Then he put it in a drawer and never published it. Now, forty years after his death, his son Christopher has brought it out.

Why did Tolkien never publish his *Beowulf*? It could be said that he didn't have the time. As he was finishing his translation, he got a position at Oxford and had to move his family. Such a disruption can put a writer off his feed. A few years later, he began *The Hobbit*, which, with its sequel, *The Lord of the Rings*, took up many of his remaining healthy years. It has also been argued, by Tolkien's very sympathetic biographer, Humphrey Carpenter, that he was too much of a perfectionist to let the poem go. Christopher Tolkien, in the introduction to *Beowulf*, says that, in editing, the typescript he worked from – and this was a 'clean' copy, a retyping from preceding marked-up copies – was full of changes, plus marginal notes as to other, possible changes. Christopher also supplies a commentary consisting of Tolkien's lectures on *Beowulf* and the notes he wrote to himself before and after the lectures. This material, which Christopher says he cut substantially, is longer than the poem: two hundred and seventeen pages, as opposed to ninety-three. So although Tolkien told his publisher in 1926 that he had finished the translation, he went on fiddling with it for a long time. When he published *The Hobbit*, in 1937, a number of his colleagues said to him, 'Now we know what you have been doing all these years!' But he wasn't just writing *The Hobbit*. He hadn't stopped working on *Beowulf*.

Was this really primarily due to perfectionism? *Beowulf* was by no means Tolkien's only translation from Old English, and he gave a number of them, such as *Pearl* and *Sir Gawain and the Green Knight*, the same treatment that he gave *Beowulf*. Both *Pearl* and *Sir Gawain* were actually set in print, but Tolkien could not bring himself to write the introductions, and so the contracts lapsed. Nor should it be thought that Tolkien's problem was that he feared criticism from other scholars

of Old English. *The Hobbit*, too, though it was not an academic enterprise, was laid aside for years, until a representative of the publisher George Allen & Unwin went to Oxford to see Tolkien, borrowed the typescript, read it, and prevailed upon him to complete it.

Another possible explanation for Tolkien's putting *Beowulf* aside – a theory that has been advanced in the case of many unpublished manuscripts – is that the work was so important to him that if he finished it, his life, or the life of his mind, would be over. I think this makes the most sense. *Beowulf* was Tolkien's lodestar. Everything he did led up to or away from it.

11. Which of the following is the primary purpose of the passage?
    1) To explain why J. R. R. Tolkien found *Beowulf* so fascinating.
    2) To explain J. R. R. Tolkien's reasons for translating *Beowulf*.
    3) To explain J. R. R. Tolkien's reasons for not publishing his translation of *Beowulf*.
    4) To explain why Christopher Tolkien published his father J. R. R. Tolkien's translation of *Beowulf*.

12. Which of the following best describes the content and organization of the passage?
    1) The author is trying to logically make a point about an issue and is presenting arguments and counter arguments for the same.
    2) The author is trying to present his view on an issue or situation by recounting his personal experiences.
    3) The author is trying to understand or analyse a concept or point of view.
    4) The author is describing or providing information about a thing, event or idea.

13. Which of the following best describes the tone of the author?
    1) Speculative 2) Laudatory 3) Sympathetic 4) Pedantic

PASSAGE VI

Brazil is a top exporter of every commodity that has seen dizzying price surges – iron ore, soybeans, sugar – producing a golden age for economic growth. Foreign money-flows into Brazilian stocks and bonds climbed heavenward, up more than tenfold, from $5 billion a year in early 2007 to more than $50 billion in the twelve months through March 2011.

The flood of foreign money buying up Brazilian assets has made the currency one of the most expensive in the world, and Brazil one of the most costly, overhyped economies. Almost every major emerging-market currency has strengthened against the dollar over the last decade, but the Brazilian Real is on a path alone, way above the pack, having doubled in value against the dollar.

Economists have all kinds of fancy ways to measure the real value of a currency, but when a country is pricing itself this far out of the competition, you can feel it on the ground. In early 2011 the major Rio paper, *O Globo*, ran a story on prices showing that croissants are more expensive than they are in Paris, haircuts cost more than they do in London, bike rentals are more expensive than in Amsterdam, and movie tickets sell for higher prices than in Madrid. A rule of the road: if the local prices in an emerging market country feel expensive even to a visitor from a rich nation, that country is probably not a breakout nation.

There is no better example of how absurd it is to lump all the big emerging markets together than the frequent pairing of Brazil and China. Those who make this comparison are referring only to the fact that they are the biggest players in their home regions, not to the way the economies actually run. Brazil is the world's leading exporter of many raw materials, and China is the leading importer; that makes them major trade partners – China surpassed the United States as Brazil's leading trade partner in 2009 – but it also makes them opposites in almost every important economic respect: Brazil is the un-China, with interest rates that are too high, and a currency that is too expensive. It spends too little on roads and too much on welfare, and as a result has a very un-China-like growth record.

It may not be entirely fair to compare economic growth in Brazil with that of its Asian counterparts, because Brazil has a per capita income of $12,000, more than two times China's and nearly ten times India's. But even taking into account the fact that it is harder for rich nations to grow quickly, Brazil's growth has been disappointing. Since the early 1980s the Brazilian growth rate has oscillated around an average of 2.5 percent, spiking only in concert with increased prices for Brazil's key commodity exports.

While China has been criticized for pursuing "growth at any cost", Brazil has sought to secure "stability at any cost". Brazil's caution stems from its history of financial crises, in which overspending produced debt, humiliating defaults, and embarrassing devaluations, culminating in a disaster that is still recent enough to be fresh in every Brazilian adult's memory: the hyperinflation that started in the early 1980s and peaked in 1994, at the vertiginous annual rate of 2,100 percent.

Wages were pegged to inflation but were increased at varying intervals in different industries, so workers never really knew whether they were making good money or not. As soon as they were paid, they literally ran to the store with cash to buy food, and they could afford little else, causing non-essential industries to start to die. Hyperinflation finally came under control in 1995, but it left a problem of regular inflation behind. Brazil has battled inflation ever since by maintaining one of the highest interest rates in the emerging world. Those high rates have attracted a surge of foreign money, which is partly why the Brazilian Real is so expensive relative to comparable currencies.

There is a growing recognition that China faces serious "imbalances" that could derail its long economic boom. Obsessed until recently with high growth, China has been pushing too hard to keep its currency too cheap (to help its export industries compete), encouraging excessively high savings and keeping interest rates rock bottom to fund heavy spending on roads and ports. China is only now beginning to consider a shift in spending priorities to create social programs that protect its people from the vicissitudes of old age and unemployment.

Brazil's economy is just as badly out of balance, though in opposite ways. While China has introduced reforms relentlessly for three decades, opening itself up to the world even at the risk of domestic instability, Brazil has pushed reforms only in the most dire circumstances, for example, privatizing state companies when the government budget is near collapse. Fearful of foreign shocks, Brazil is still one of the most closed economies in the emerging world – total imports and exports account for only 15 percent of GDP – despite its status as the world's leading exporter of sugar, orange juice, coffee, poultry, and beef.

To pay for its big government, Brazil has jacked up taxes and now has a tax burden that equals 38 percent of GDP, the highest in the emerging world, and very similar to the tax burden in developed European welfare states, such as Norway and France. This heavy load of personal and corporate tax on a relatively poor country means that businesses don't have the money to invest in new technology or training, which in turn means that industry is not getting more efficient. Between 1980 and 2008 Brazil's productivity grew at an annual rate of about 0.2 percent, compared to 4 percent in China. Over the same period, productivity grew in India at close to 3 percent and in South Korea and Thailand at close to 2 percent.

14. According to the passage, the major concern facing the Brazil economy is:
    1) despite being a major exporter of several key primary commodities, the openness of the economy has not improved.
    2) high tax incidence on the household and company incomes, which restricts the ability of the firms to facilitate innovation and skill formation.
    3) insufficient spending of budgetary resources on infrastructure augmentation, which hurts economic interests.
    4) All of the above.

15. Brazil's quest for stability in its economy has originated from:
    1) the bitter experience of financial crisis and hyperinflation in the nineties
    2) the need to maintain steady supply of commodity exports from its economy
    3) the urge to enhance economic growth further
    4) All of the above.

16. Identify the false statement.
    1) The Brazilian government in the past has shown lesser inclination towards quick implementation of reform measures.
    2) The inflow of foreign currency in Brazil has increased by around US $ 45 Billion over the four-year period starting from 2007.
    3) The annual productivity growth rate in China during 1980-2008 is found to be 20 times higher than the corresponding figure experienced by Brazil.
    4) The current inflation management practice of Brazil has provided its economy a significant edge vis-a-vis other countries.

17. According to the passage, Brazil does not seem to be an exporter of which commodity combination?

1) Poultry and beef
2) Iron ore and soybeans
3) Croissants and bikes
4) Sugar, orange juice and coffee

PASSAGE VII

When Mao famously said that power springs from the barrel of a gun, it was assumed that he was talking about guns. There wasn't much interest at the time in how he chose to communicate that sentiment: whether he said it in a speech, say, or whispered it to a friend, or wrote it in his diary or published it in a book. That would never happen today, of course. We now believe that the 'how' of a communicative act is of huge importance. We would say that Mao posted that power comes from the barrel of a gun on his Facebook page, or we would say that he blogged about gun barrels on Tumblr—and eventually, as the apostles of new media wrestled with the implications of his comments, the verb would come to completely overcome the noun, the part about the gun would be forgotten, and the big takeaway would be: Whoa! Did you see what Mao just tweeted?

18. What is the author's main contention?

1) The medium has become more important than the message nowadays.
2) We are unable to refer to a message without referring to the medium.
3) Nowadays people use new media like Facebook or Tumblr rather than speeches or books to make announcements.
4) Both (1) and (2)

19. What are the key words/sentences that indicate the author's tone regarding the main point of the passage?

1) 'There wasn't much interest at the time ... published it in a book.'
2) 'That would never happen today, of course.'
3) 'We now believe that the 'how' of a communicative act is of huge importance.'
4) '... and eventually, as the apostles ... what Mao just tweeted?'

20. Which of the following best describes the author's tone in the last sentence of this paragraph?

1) Disdainful
2) Ridiculing
3) Both (1) and (2)
4) None of these

PASSAGE VIII

When the first *Harry Potter* book appeared, in 1997, it was just a year before the universal search engine Google was launched. And so Hermione Granger, that charming grind, still goes to the Hogwarts library and spends hours and hours working her way through the stacks, finding out what a basilisk is or how to make a love potion, while the kids who have since come of age nudge their parents. 'Why is she doing that?' they whisper. 'Why doesn't she just Google it?'

That the reality of machines can outpace the imagination of magic, and in so short a time, does tend to lend weight to the claim that the technological shifts in communication we're living with are unprecedented. It isn't just that we've lived through one technological revolution among many; it's that our technological revolution is the big social revolution that we live with. The past twenty years have seen a revolution less in morals, which have remained mostly static; the change has been our ability to tweet or IM or text it. The subject our novelists focus on is information; the obsession of our intelligentsia is what it does to our intelligence.

The scale of the transformation is such that an ever-expanding literature has emerged to censure or celebrate it. A series of books explaining why books no longer matter is a paradox that Sherlock Holmes would have found implausible, yet there they are, and they come in the typical flavours: the eulogistic, the alarmed, the sober and the gleeful. When the electric toaster was invented, there were, no doubt, books that said that the toaster would open up horizons for breakfast undreamed of in the days of burning bread over an open flame; books that told you that the toaster would bring an end to the days of creative breakfast, since our children, growing up with uniformly sliced bread, made to fit a single opening, would never know what a loaf of their own was like; and books that told you that sometimes the toaster would make breakfast better and sometimes it would make breakfast worse, and that the cost for finding this out would be the price of the book you'd just bought.

21. Which of the following is the author's view on the books that examine the effects of the technological revolution amidst which we live?

    1) It is strange that there are so many books devoted to it.
    2) Most of these books take up standard positions and offer no insights.
    3) These books focus too much on the recent technological changes and not enough on the moral ones.
    4) Both (1) and (2)

22. What is the key part of the passage that indicates the author's tone?

    1) The 1st paragraph
    2) The 2nd paragraph
    3) The 3rd paragraph
    4) Both (1) and (2)

23. Which of the following best describes the author's tone?

    1) Sardonic
    2) Satirical
    3) Absurd
    4) Bemused

PASSAGE IX

The blessed privacy! No one else can get in the way, no one else can invade it, no one else even knows what's going on in that wonderful space that opens up between the reader and the book. That open democratic space full of thrills, full of excitement and fear, full of astonishment, where your own emotions and ideas are given back to you clarified, magnified, purified, valued. You're a citizen of that great democratic space that opens up between you and the book. And the body that gave it to you is the public library. Can I possibly convey the magnitude of that gift?

I love the public library service for what it did for me as a child and as a student and as an adult. I love it because its presence in a town or a city reminds us that there are things above profit, things that profit knows nothing about, things that have the power to baffle the greedy ghost of market fundamentalism, things that stand for civic decency and public respect for imagination and knowledge and the value of simple delight... Leave the libraries alone. You don't know the value of what you're looking after. It is too precious to destroy.

24. What is the key part of the passage that indicates the author's tone?

1) The 1st paragraph
2) The 2nd paragraph
3) Both paragraphs
4) The 1st sentence

25. Which of the following best describes the author's tone?

1) Optimistic
2) Maudlin
3) Eulogistic
4) Sanguine

PASSAGE X

There was a time, not very long ago, when people at the very top of their profession—the 'Talent'—did not make a lot of money. In the postwar years, corporate lawyers, Wall Street investment bankers, Fortune 500 executives, all-star professional athletes, and the like, made a fraction of what they earn today. That era was an upside-down version of our own: when society gazed upon captains of industry and commerce, it marvelled at how ordinary their lives were. The truly rich in the nineteen-fifties and sixties were people who had inherited money. And then, suddenly, the world changed. Taxes began to fall. The salaries paid to high-level professionals—'Talent'—started to rise. Baseball players became multimillionaires. C.E.O.s got private jets. As Roger Martin argued, people who fell into the category of 'Talent' came to realize that what they possessed was relatively scarce compared with what the class of owners, 'Capital', had at their disposal. The lingering question is whether the scales ended up too far in the direction of Talent.

26. The author _____ the change in the positions of capital and talent.

1) supports
2) is against
3) is indifferent about
4) is unsure about

27. What are the key words/sentences that indicate the author's tone?

1) 'There was a time ... did not make a lot of money.'
2) 'That era was an upside-down version of our own.'
3) 'And then, suddenly, the world changed.'
4) 'The lingering question is...the direction of Talent.'

28. Which of the following best describes the author's tone?

1) Neutral 2) Sceptical 3) Pessimistic 4) Worried

PRACTICE EXERCISE-1

Directions: *Read the passages carefully and answer the questions that follow.*

PASSAGE I

A few years ago, it was call centres that were outsourced to India, then came the technical and animation outsourcing phase. The last year has seen a rapid growth in a new form of outsourcing - Education Process Outsourcing (EPO) or online tutoring.

Indian teachers are being looked upon by countries like US, UK and Australia to **groom** their students. With rapid development in online learning, tutoring companies have also got a boost. Many are investing in technologies like multimedia chat rooms, Interwise Enterprise Conferencing (IEC), Voice-over-Internet Protocol (VoIP) and so on.

Students from anywhere across the globe log on to a website at a pre-determined time for a particular course. An Indian teacher logs on to the same website at the same time. The technology used is IEC, which integrates web, video and voice in an IP-based software platform. While it is a one-on-one session for a student, the teacher usually attends to multiple students simultaneously on different links. The session is generally of an hour, providing sufficient time to even ask questions.

There can be three methodologies to conduct online tutoring. The most expensive but beneficial is the one-to-one session, which allows tutoring companies to create customized tutoring solutions to suit individual needs as well. The second is virtual classroom which is ideal for small group learning around the world or limited to a classroom. The third can be web seminars which are for large group presentations that aim to build awareness and transfer knowledge to a segment of students.

For online tutoring, 24 × 7 learning is now a norm, especially with learners living in practically every time-zone and having unpredictable learning habits. For teachers, apart from being competent in their fields, they need to have experience in tutoring over the web. The major subjects are Maths, English grammar, comprehension and writing, Science, Social Studies and Engineering.

1. Which of the following statements can be inferred from the passage?
   1) There is no scope for the EPOs in India due to technological incompetencies.
   2) Online tutoring is student-friendly.
   3) There has been an increase in the number of internet subscribers in the country.
   4) The concept of EPO is only a fantasy and cannot be practically supported by India.

2. Identify the type of the passage.
   1) Analytical 2) Narrative 3) Descriptive 4) Argumentative

3. Which of the following options is **not true** according to the passage?

   1) The least expensive method of conducting online tutorials is web seminars.
   2) The most expensive method of conducting online tutorials is the one-to-one session.
   3) The most beneficial method of conducting online tutorials is the one-to-one session.
   4) The teachers need to have experience for tutoring over the web.

4. Which of the following would be farthest in meaning to the word 'groom' as used in the context of the passage?

   1) Tutor 2) Habituate 3) Educate 4) Deprive

5. Which of the following is a feature of an EPO business?

   1) EPO makes it possible to deliver education to the desktop of the student irrespective of the location.
   2) One need not be computer literate to work with an EPO firm.
   3) It is an older concept than Business Process Outsourcing.
   4) The concept of EPO has not actually materialized in any of the countries.

6. The passage can be concluded by saying that:

   1) India might have to face a brain drain in future because of EPO.
   2) banks and other financial institutions will introduce new schemes of education loans.
   3) online tutoring has made round-the-clock education a reality across the globe.
   4) All of the above.

PASSAGE II

On August 1, 1914, Sir Robert Borden, Prime Minister for Canada, offered Canada's help to Great Britain in her war against Germany.

Great Britain immediately accepted this offer. Almost immediately, approximately 300 men of the Black Watch of Canada (the Royal Highlanders) volunteered. The Royal Highlanders of Canada gave birth to three Black Watch Battalions during the war. By the end of August, the regiment numbered over 1,000 men. As the numbers grew, volunteers from the Royal Highlanders were incorporated into the 13th Battalion.

Over 60% of the initial recruits were of British origin. A large percentage were former British soldiers who had relocated to Canada at the turn of the century. While still in Canada, the 13th Battalion was placed in the 3rd Brigade of the 1st Division along with the 14th, 15th and 16th battalions.

In October of 1914, the 1st Division departed for Great Britain. The Division remained in Great Britain for additional training until February 10th, 1915. On February 16, 1915, the unit departed for France. After spending time in France, in April of 1915, the battalion was used to reinforce British and Canadian lines in the Ypres sector.

The April 1915 battle for Ypres was the site of the first use of poison gas during the war. Despite the surprise of the German attack and their use of gas, the Canadian forces were able to stabilise their lines and fall back in good order to more defensible positions.

During its first actions of the war, the 13th Battalion lost 120 officers and 454 other ranks. The unit also won its first Victorian Cross (England's highest military honour) and the first VC for the Canadian Expeditionary Force (CEF). In his reports on the action, Sir John French was recorded as saying, 'the bearing and conduct of the splendid Canadian troops averted a serious disaster.'

During the remainder of 1915 and 1916, the 13th Battalion fought at battles in numerous locations including Festubert, Messnes, Baillelul, Givenchy, Flanders, and the Somme.

On April 9th, 1917, the 13th Battalion went over the top in the Battle of Vimy Ridge. This epic Canadian battle is one of the most important in Canada's military history. During the course of the action, the battalion lost 39 men and 147 were wounded.

In 1918, the battalion took part in battles around Amiens, Chaulnes, and Roye. In August 1918, the battalion attacked the German forces outside Hangar Wood. Here Private J. B. Croak and Corporal H. J. Good won two more of the unit's 5 Victorian Crosses awarded during the war.

The 13th Battalion Black Watch served with distinction from 1914 to 1919. During the course of the war, the battalion, numbering approximately 1,000 men while at full strength, suffered 5,881 casualties, of which 1,105 were fatalities.

7. Poison gas was first used in the world in:
   1) the April 1915 battle for Ypres.
   2) the April 1917 battle of Vimy Ridge.
   3) the August 1918 battle of Hangar Wood.
   4) None of the above.

8. Which of the following best describes the actions of the Canadian forces in the Battle for Ypres?
   1) The Canadians vanquished the Germans despite their use of poison gas.
   2) The Canadian forces stabilised themselves despite the surprise of the attack and fell back to safer positions.
   3) The Canadian forces fought bravely despite the use of poison gas by the Germans.
   4) The Canadian forces surprised the Germans by using poison gas.

9. According to information given in the passage, what can be said to be the reason for the large number of people from Canada volunteering to help Great Britain against Germany?

   1) A large number of the volunteers were of British origin.
   2) The volunteers were spurred to action by German atrocities in Britain.
   3) The volunteers were attracted by the financial prospects of serving in the British Army.
   4) Canadians were worried about the Germans invading their country.

10. What is the purpose of the author in writing this paragraph?

   1) The author aims to chronicle one of the crucial events of World War I.
   2) The author wants to give a brief history of the 13th Battalion and its major battles.
   3) The author wants to give the reader an insight into Canadian military history.
   4) The author wants to highlight the 13th Battalion's importance to the British Army.

PASSAGE III

The history of proposals to build a fixed link under, through or over the 27 kms of sea separating the United Kingdom from France can be traced back to 1751. Spanning well over two centuries, the Channel Tunnel saga has been described as one of the most curious chapters in the history of transport in western Europe. The issues and debates surrounding each Channel Tunnel project are complex and have changed over time; economic, strategic, technical, sociological, environmental, political and cultural aspects have all influenced the project. At the same time, no matter how elaborate or sophisticated the arguments for or against the Channel Tunnel, the United Kingdom has always had to grapple with more elusive and subtle, but often more profound, psychological question of losing its 'Island Status'. This led Whiteside and Bonavia to observe that the Channel Tunnel amounts to more than a mere engineering project; it is, in short, a 'State of Mind'. Whiteside eloquently describes the UK's traditional ideological insularity as 'the feeling that somehow, if England were to be connected by a tunnel with the Continent, the peculiar meaning to an Englishman of being English, would never be quite the same again'. In France, by contrast, the attitude towards the Tunnel has always been more pragmatic and supportive. It is this mixture of pragmatism and nationalism, coupled with the complexity and scale of the engineering and financial commitment needed to build a fixed link, that makes the history of the Channel Tunnel a fascinating case-study of Anglo-French relations in the modern era.

After 200 years of near constant campaigning characterized by political frustration and failure, the United Kingdom and the French Republic signed a treaty, on February 12th, 1986, to facilitate the construction and operation of a Channel fixed rail link. In order to understand why progress on the project had been so modest throughout much of the nineteenth and twentieth centuries, and in order to explain how and why in 1986 the state of inertia was broken, a brief account of the historical evolution of the Tunnel is provided. This chapter seeks therefore to isolate and evaluate the major milestones in the history of the Tunnel and to clarify some of the arguments for and against its construction. The chapter is divided into three main sections. The first section reviews

briefly the multitude of projects advanced throughout the nineteenth century and examines why, despite increasing technical and economic viability, little or no progress was made. The second section examines the Channel Tunnel project developed in the early 1970s and the reasons that lay behind the decision in 1970s to abandon the scheme. Finally, the third section evaluates how and why during the 1980s reservations concerning the wisdom of a fixed link were put to one side and why, in 1986, the British and French Governments chose the Eurotunnel proposal.

In the year 1751, a Frenchman named Nicholas Desmaret presented a report to Louis XV which claimed that Britain and France were at one time geographically linked by a spit of land (Conseil Regional Nord-Pas de Calais, 1991). Desmaret's report suggested that a direct link between these two great European powers could be restored by building a bridge, a tunnel or a **dike**. However, Desmaret's ideas amounted to little more than an expression of interest. It is widely acknowledged that the first serious proposal to construct a fixed link between Britain and France was designed by Albert Mathieu-Favier in 1802. The Peace of Amiens, signed on 25 March 1802, temporarily ended Britain's conflict with revolutionary and Napoleonic France and enabled Mathieu-Favier to pursue his plans for a tunnel under the Channel. Mathieu-Favier, a mining engineer, proposed a tunnel for stagecoaches to be built in two 15 kms sections on either side of an artificial island constructed on the Varne Sandbank, an area of shallow water halfway between England and France. The detailed plans, which were displayed at the Palais du Luxembourg and the Ecole Nationale Superieure des Mines, proposed illumination by oil lamps and ventilation by a series of chimneys projecting above the surface of the Channel.

Matheiu-Favier was successful in bringing his project to the attention of Napoleon Bonaparte, who in 1802 was the First Consul of France. Napoleon was impressed with the project and at the Peace of Amiens discussed the fixed link idea with the prescient Whig leader, Charles James Fox. It would appear that both Napoleon and Fox supported Mathieu-Favier's project to build a Channel Tunnel. Historians have attributed the comment 'c'est une des grandes choses que nous devrions faire ensemble', spoken during the Peace of Amiens, to both Napoleon and Fox. Notwithstanding this initial enthusiasm for a cross-Channel fixed link, the project was abandoned following the resumption of war between England and France in 1803.

11. Why was the Varne Sandbank an integral part of Mathieu-Favier's plan?

    1) It was an area of shallow water, so a tunnel could be constructed easily.
    2) It would facilitate the construction of an artificial island midway across the tunnel.
    3) It was halfway between England and France and hence would not lead to any political issues.
    4) This was the place where, as per Nicholas Desmaret's report, Britain and France were once joined by a piece of land.

12. By the word 'dike' in paragraph three, the author means:

    1) an aqueduct.
    2) a raised causeway.
    3) a floating bridge on boats.
    4) a part-bridge and a part-tunnel.

13. Which of the following best expresses the idea contained in the phrase 'the peculiar meaning to an Englishman, of being English, would never quite be the same again'?

    1) The English would not feel as safe in future, as they would now live with the threat of a possible military attack from France anytime.
    2) The English felt that they would become more like Frenchmen if they were directly connected to France.
    3) The English cherished the desire of being able to access the continent conveniently.
    4) The English feared the loss of their exclusivity with the construction of the tunnel.

14. The scheme of ventilation for the Channel Tunnel envisaged by Mathieu-Favier was:

    1) large air blowers throughout the tunnel and on the Varne Sandbank.
    2) through a secret technique designed by the Ecole Nationale Superieure des Mines.
    3) continuously releasing compressed air in the tunnel.
    4) to have a series of chimneys projecting over the surface of the water.

15. An apt title for the passage would be:

    1) The Channel Tunnel and the Isolated Englishman
    2) Anglo-French Relations – A Communications Perspective
    3) The Origins of the Channel Tunnel Project
    4) The Channel Tunnel – A Boon or Curse?

PASSAGE IV

Through the thin haze of my cigar-smoke I noted the details of a face which was already familiar to me from many photographs - the strongly-curved nose, the hollow, worn cheeks, the dark, ruddy hair, thin tuft upon his projecting chin. Something there was of Napoleon III, something of Don Quixote, and yet again something which was the essence of the English country gentleman, the keen, alert, open-air lover of dogs and of horses.

His skin was of a rich flower-pot red from sun and wind. His eyebrows were tufted and overhanging, which gave those naturally cold eyes an almost ferocious aspect, an impression which was increased by his strong and furrowed brow. In figure he was spare, but very strongly built - indeed, he had often proved that there were few men in England capable of such sustained exertions. His height was a little over six feet, but he seemed shorter on account of a peculiar rounding of the shoulders. Such was the famous Lord John Roxton as he sat opposite to me, biting hard upon his cigar and watching me steadily in a long and embarrassing silence.

Lord John Roxton has some points in common with Professor Summerlee, and others in which they are the very antithesis to each the same spare, scraggy physique. As to his appearance, I have, as I recollect, described it in that portion of my narrative which I have left behind me in London. He is exceedingly neat and prim in his ways, dresses always with great care in white drill suits and high brown mosquito-boots, and shaves at least once a day. Like most men of action, he is laconic

in speech, and sinks readily into his own thoughts, but he is always quick to answer a question or join in a conversation, talking in a queer, jerky, half-humorous fashion. His knowledge of the world, and very especially of South America, is surprising, and he has a whole-hearted belief in the possibilities of our journey which is not to be dashed by the sneers of Professor Summerlee.

He has a gentle voice and a quiet manner, but behind his twinkling blue eyes there lurks a capacity for furious wrath and implacable resolution, the more dangerous because they are held in leash. He spoke little of his own exploits in Brazil and Peru, but it was a revelation to me to find the excitement which was caused by his presence among the riverine natives, who looked upon him as their champion and protector.

16. What type of passage is this?

1) Analytical 2) Descriptive 3) Argumentative 4) Narrative

17. What is the tone of the passage?

1) Laudatory 2) Sarcastic 3) Pessimistic 4) Assertive

18. According to the information in the passage, the author:

1) had met Lord John Roxton some years back.
2) had never heard of Lord John Roxton before.
3) had seen Lord John Roxton only in photographs prior to this meeting.
4) was a very good friend of Lord John Roxton.

19. We can conclude from the passage that Lord John Roxton:

1) was a man who liked the outdoors. 2) was a bookworm.
3) never went out of the house often. 4) was a South American.

20. What would be a suitable title for the passage?

1) Lord John Roxton 2) Lord John Roxton in South America
3) Lord John Roxton and I 4) The Exploits of Lord John Roxton

PASSAGE V

The **intrigue** over Iran's nuclear programme has deepened recently and threats, led by the U.S., to refer Iran to the UN Security Council, have intensified, echoing development in the run-up to the Iraq war.

The recent standoff over Tehran's nuclear activities between Iran, the second-biggest producer in the 11-member OPEC, and the world's fourth-largest exporter on one hand and the West on the other hand could result in oil prices reaching unprecedented highs in the coming few weeks, an editorial published on MPH magazine stated yesterday.

What the U.S. and its European allies shouldn't ignore is Iran's strategic importance to the United States and the West in general and its role in the global energy equation. Facing mounting international pressure, the Islamic Republic threatened yesterday to stop co-operation with United Nations nuclear inspectors if it's hauled before the Security Council for possible sanctions.

U.S. officials, allied with Europe and Canada in taking Iran to the UN body, don't rule out using the military option to end what they see as 'Nuclear Threat'. But one thing is certain: the Bush administration will never mention oil as a reason for going to war as in the case of Iraq, when Saddam Hussein's alleged WMD were cited as the principal justification for the U.S.-led invasion.

'We will not tolerate the construction of a nuclear weapon [by Iran],' is the way the U.S. President George W. Bush put it in a 2003 statement. But just as the failure to discover those banned weapons in Iraq undermined America's use of WMD as the key justification for its illegal war so its claim that an attack on Iran would be justified because of its alleged nuclear potential should be a subject of a widespread scepticism.

The article further stated that experts say that the nuclear standoff over Iraq's nuclear programme and a possible end of Iranian oil exports to the Western market if its nuclear dossier was sent to the UN Security Council and sanctions were imposed, has put a new floor under oil prices at above $60 a barrel.

Manouchehr Takin, an analyst at the London-based Centre for Global Energy Studies expects that 'if Iran stopped exporting it would be a major shock for world markets,' warning that oil prices would hit $100 a barrel.

'Supply and demand are very tightly balanced, and the world doesn't have the spare production capacity.' Iran, which holds 10 percent of the world's oil reserves, produces around four million barrels a day (b/d) and exports 2.4 million-2.6 million b/d, mainly to Japan, China, South Korea, Taiwan and Europe.

Iran's crude oil and natural gas reserves are estimated to be worth $3,000-bn. The withdrawal of Iran's oil exports would deal a major blow to world markets, and lead to an overall inadequacy of global spare capacity, estimated at just 1-1.5 million b/d, due to the fact that much of it consists of heavy oil, which few refineries can handle, the article added.

Iran remains the 'major upside risk on oil prices. Nobody's going to start selling the market aggressively. It's only going to take one headline for prices to move higher,' Barclays Capital analyst Paul Horsnell said.

Moreover, UK-listed firms could also be directly affected by sanctions, including Royal Dutch Shell and construction group Costain.

Also Shell, it has no production in Iran at present, but has started holding talks with National Iranian Oil Company to build a liquefied natural gas plant.

Recently oil experts in the U.S. raised concerns over Iran's trading oil in euros. Iran started trading oil with its European and Asian partners using the euro, which means that without some form of U.S. intervention, the euro will establish a firm foothold in the international oil trade, an obvious encroachment on U.S. dollar supremacy in the international oil market, given the U.S. debt levels.

'Of all the enemies to public liberty war is, perhaps, the most to be dreaded because it comprises and develops the germ of every other. War is the parent of armies; from these proceed debts and taxes...known instruments for bringing the many under the domination of the few. . . No nation could preserve its freedom in the midst of continual warfare.'

– James Madison, *Political Observations*, 1795

The American people and world community should take Madison's words seriously. The deteriorating situation on the ground in Iran portends an even direr situation for American soldiers and the People of the world community - should the U.S. pursue a similar strategy regarding Iran.

21. The author wants to suggest that:
    1) the Western world should take note of Iran's hold on the world oil market before referring it to the UN Security Council.
    2) the U.S should take measures to counter the growing clout of the euro in the world oil trading market.
    3) the Western world should understand that military action is not a solution to Iran's nuclear programme.
    4) Both (1) and (3)

22. The author thinks that:
    1) Iran's referral to the UNSC would not have much impact on it.
    2) military action can deter Iran from pursuing its nuclear ambitions.
    3) oil would be the main reason behind the US going to war with Iran.
    4) war with Iran is imminent now.

23. Iran's crude oil and natural gas estimates are worth:
    1) $3 trillion 2) $30 trillion 3) $100 billion 4) $30 billion

24. Which of the following words can be replaced with the word 'intrigue' in the passage?
    1) Action 2) Hype 3) Interest 4) Excitement

25. The most important reason cited for a shocking rise in the oil prices, if Iran is referred to the UNSC is:
    1) rise in speculative demand for oil.
    2) very low spare capacity.
    3) a majority supply-side market share of Iran.
    4) foreign firms working in Iran would stop producing oil.

PRACTICE EXERCISE-2

Directions: *The passages given below are followed by a set of questions each. Choose the most appropriate answer to each question.*

PASSAGE I

Equanimity is a perfect, unshakable balance of mind, rooted in insight. Looking at the world around us, and looking into our own heart, we see clearly how difficult it is to attain and maintain the balance of mind.

Looking into life we notice how it continually moves between contrasts: rise and fall, success and failure, loss and gain, honour and blame. We feel how our heart responds to all this with happiness and sorrow, delight and despair, disappointment and satisfaction, hope and fear. These waves of emotion carry us up and fling us down; and no sooner do we find rest, than we are in the power of a new wave again. How can we expect to get a footing on the crest of the waves? How can we erect the building of our lives in the midst of this ever restless ocean of existence, if not on the Island of Equanimity.

A world where that little share of happiness allotted to beings is mostly secured after many disappointments, failures and defeats; a world where only the courage to start anew, again and again, promises success; a world where scanty joy grows amidst sickness, separation and death; a world where beings who were a short while ago connected with us by sympathetic joy, are at the next moment in want of our compassion – such a world needs equanimity.

But the kind of equanimity required has to be based on vigilant presence of mind, not on indifferent dullness. It has to be the result of hard, deliberate training, not the casual outcome of a passing mood. But equanimity would not deserve its name if it had to be produced by exertion again and again. In such a case it would surely be weakened and finally defeated by the **vicissitudes** of life. True equanimity, however, should be able to meet all these severe tests and to regenerate its strength from sources within. It will possess this power of resistance and self-renewal only if it is rooted in insight.

What, now, is the nature of that insight? It is the clear understanding of how all these vicissitudes of life originate, and of our own true nature. We have to understand that the various experiences we undergo result from our actions in thought, word and deed – performed in this life and in earlier lives. Actions, words and deeds are the womb from which we spring, and whether we like it or not, we are the inalienable 'owners' of our deeds. But as soon as we have performed any action, our control over it is lost: it forever remains with us and inevitably returns to us as our due heritage. Nothing that happens to us comes from an 'outer' hostile world foreign to ourselves; everything is the outcome of our own mind and deeds. Because this knowledge frees us from fear, it is the first basis of equanimity. When, in everything that befalls us we only meet ourselves, why should we fear?

If, however, fear or uncertainty should arise, we know the refuge where it can be allayed: our good deeds. By taking this refuge, confidence and courage will grow within us – confidence in the protecting power of our good deeds done in the past; courage to perform more good deeds right now, despite the discouraging hardships of our present life. For we know that noble and selfless deeds provide the best defence against the hard blows of destiny, that it is never too late but always the right time for good actions. If that refuge, in doing good and avoiding evil, becomes firmly established within us, one day we shall feel assured: 'More and more ceases the misery and evil rooted in the past. And this present life – I try to make it spotless and pure. What else can the future bring than increase of the good?' And from that certainty our minds will become serene, and we shall gain the strength of patience and equanimity to bear with all our present adversities. Then our deeds will be our friends.

The second insight on which equanimity should be based is the Buddha's teaching of no-self. This doctrine shows that in the ultimate sense deeds are not performed by any self, nor do their results affect any self. Further, it shows that if there is no self, we cannot speak of 'my own'. It is the delusion of a self that creates suffering and hinders or disturbs equanimity. If this or that quality of ours is blamed, one thinks: 'I am blamed' and equanimity is shaken. If this or that work does not succeed, one thinks: 'My work has failed' and equanimity is shaken. If wealth or loved ones are lost, one thinks: 'What is mine has gone' and equanimity is shaken.

To establish equanimity as an unshakable state of mind, one has to give up all possessive thoughts of 'mine', beginning with little things from which it is easy to detach oneself, and gradually working up to possessions and aims to which one's whole heart clings. One also has to give up the counterpart to such thoughts, all egoistic thoughts of 'self', beginning with a small section of one's personality, with qualities of minor importance, with small weaknesses one clearly sees, and gradually working up to those emotions and aversions which one regards as the center of one's being. Thus, detachment should be practised.

To the degree we forsake thoughts of 'mine' or 'self', equanimity will enter our hearts. For how can anything we realize to be foreign and void of a self cause us agitation due to lust, hatred or grief? Thus, the teaching of no-self will be our guide on the path to deliverance, to perfect equanimity.

Equanimity is the crown and culmination of the four sublime states. But this should not be understood to mean that equanimity is the negation of love, compassion and sympathetic joy, or that it leaves them behind as inferior. Far from that, equanimity includes and pervades them fully, just as they fully pervade perfect equanimity.

1. What is the passage mainly talking about?
    1) The characteristics of self-centred people
    2) The life of Buddha and his teachings
    3) The importance of detachment from the outside world in one's life
    4) Importance of building relationships in one's life

2. Which of the following statements is not true according to the passage?
   1) Equanimity is the negation of love, compassion and sympathetic joy.
   2) Misconception about self is one of the reasons for sufferings and hindering equanimity in one's life.
   3) The good and bad experiences in one's present life stem from his/her deeds in the present life as well as in earlier lives.
   4) The state of equanimity can be attained only if it is rooted in the insight of an individual.

3. What does the highlighted word in the passage mean?
   1) Stability 2) Uniformity 3) Change 4) Crisis

4. What is the tone of the passage?
   1) Mocking 2) Inspirational 3) Argumentative 4) Laudatory

PASSAGE II

Conrad Black's *Life of Franklin Roosevelt* is a great achievement, and all the more welcome for being more than a little surprising. Given the recent troubles within Lord Black's Hollinger business empire, one wonders how he found the time to write so long and so knowledgeable a book. Given his anti-European views, expressed so vehemently by his London newspapers, the *Daily Telegraph* and the *Sunday Telegraph*, one is brought up sharp by the steady fairness of this reassessment of a man whom he calls 'the most important person of the 20th century'.

To be sure, Lord Black does occasionally reveal his personal biases. There are gratuitous sarcasms about liberals, though fewer than a reader of his papers might expect. Lord Black is severe on what he calls the strategic 'British flimflam of milling endlessly about in the Mediterranean'. He seems not to like British civil servants. But these are **captious** criticisms. The book is well-researched, readable and judicious. It deserves to become the standard one volume life of Franklin D. Roosevelt, if a weighty one.

Lord Black is fair, not only to Roosevelt, but to most of those people who helped or hindered his career. He acknowledges the greatness of Winston Churchill, though he argues, justly, that after 1942 the Prime Minister 'gradually marginalized himself through his Mediterranean strategy'. He is even fair to Charles de Gaulle, and sees Roosevelt's treatment of his as one of the serious failings of his wartime conduct.

He is not blind to Roosevelt's faults. His objectives were almost always benign, he judges, 'but his techniques, while bloodless, were not always much less ruthless, devious and cynical than Hitler's or Stalin's.' Roosevelt 'was a less admirable character, perhaps than his admirers have traditionally believed. But in applying his ruthless and often amoral political genius to almost wholly desirable ends, he was a greater statesman than even his greatest supporters have appreciated'.

Lord Black makes seven claims, which are not only just in themselves, but which illustrate the historical grasp and literary precision of this admirable book. First, that Roosevelt, together with Churchill, saved western civilization, even though the speed of the victory owed something to the fighting qualities of the Russians. Then, that Roosevelt anchored America as a power in the world, patiently but in the end- decisively, ending isolationism.

Third, he 'reinvented the American state', in the process restoring the confidence of Americans in their country and government 'as an active promoter of an equitable society'. He was 'an almost uniformly successful war leader', more than can be said of Hitler or Stalin or Churchill. He also created the circumstances that enabled his post-war successors to complete the allied victory in the second world war. Lord Black wholeheartedly debunks what he calls the 'Yalta myth', claiming that, however ill and tired he may have been, Roosevelt was not confounded by Stalin, but merely recognized the realities of Soviet power at the time. Last, that all this was made possible by his 'unmatched mastery of the American political system', electoral, congressional and though his methods were sometimes inquiringly secretive and administrative.

Lord Black puts Roosevelt in the company of Washington and Lincoln alone among his predecessors. Arguably, though he does not say so, Roosevelt may also have made it impossible for any of his successors, even men of the capability of Lyndon Johnson and Ronald Reagan, to live with the standard he set. His life seems almost miraculous; he contracted polio in 1921, after which he walked only with help and that too with the greatest difficulty.

Perhaps Lord Black's greatest achievement is to show how in the process Franklin Roosevelt left behind him the residue of a spoiled upbringing and tempered his own steely character. The heat of that forge destroyed his children and many of those who worked for him. Only his wife, Eleanor, a cousin and as tough a character in her way as Roosevelt himself, survived emotionally, though she was not unscarred. After his death, their daughter Anna had to explain to her mother that he had been, at the last, back in the company of his mistress Lucy Rutherfurd, whom Eleanor thought she had banished more than 25 years before. Such is the private life of those who have to live with Atlas as he holds up the burden of the world.

5. The highlighted word in the passage refers to:

1) a tendency to be too particular.
2) a tendency to evade.
3) a tendency to find fault.
4) a tendency to analyse.

6. Black assesses Roosevelt as:

1) more moral than is believed.
2) more rigid than is known to be.
3) more stately than is known to be.
4) more unscrupulous than is known to be.

7. One may infer from the passage that the 'Yalta myth':
   1) showed Roosevelt as a diplomatic but spineless person.
   2) held Roosevelt to be responsible for Soviet domination.
   3) showed Roosevelt as a poor negotiator.
   4) debunked Roosevelt's claims to moral superiority.

8. The author compares Roosevelt to Atlas because:
   1) he believes Roosevelt faced tremendous responsibilities.
   2) he feels Roosevelt was burdened by his Presidency.
   3) he feels Roosevelt was capable in fulfilling his task.
   4) Roosevelt too was in a way responsible for the world.

PASSAGE III

Rachmaninov, as everyone knows, used to get mad with people who thought his C sharp minor Prelude described a man nailed into his coffin on insufficient medical evidence, who kept banging on the lid to attract passersby. Rachmaninov said this was rubbish. He simply had the idea of writing a prelude, selected a key, and wrote it. Why he couldn't have selected an easier key is neither here nor there, and only opens up that old mystery for halting executants, viz. what have all other keys got that the key of C hasn't? But I realize that this is the lower criticism, and a subordinate theme at that.

What I'm concerned with at the moment is the man who announced the *Egmont Overture* on the radio the other day, and told me I was in for 'a thrilling expression of the composer's belief in human rights'. Now, I haven't thought very highly of Beethoven in the past. His work has seemed a bit thick and straining to me, not unlike a dull but efficient exhibition of weightlifting; nor do I care for his endings, with enough repetitions of the common chord to make me yell 'All right, all right'. But this new light on the man sends my respect shooting up. A composer who can juggle the reed, brass and catgut to convey his belief in human rights is fully entitled to have his scaled-down bust on the top of school pianos. The theme isn't an easy one to get over in an orchestral score. You can't even fall back on onomatopoeia, really. Tchaikovsky with his bells of Moscow leaves us in no doubt what's going on, Delius with his cuckoos is instantly interpretable. But getting eighty musicians to sound like the Magna Carta is another kettle of drums.

As a matter of fact, the whole business of getting the musical message worries me. What are the musicians saying to us, as we close our eyes and concentrate, trying to forget that the contra-bassoonist looks like Roy Welenksy? Works with evocative titles are simple. *The Skater's Waltz* leave us in no doubt of Waldteufal's intention, apart from a passing speculation whether the skating is ice or roller. No one mutters 'What the hell is this?' when their programme clearly advertises *Night on the Bare Mountain*. But there you are, of course. The programme blows the gaff. Can we honestly say that if we didn't know the title in advance we shouldn't sit through *Night on the B.M.* thinking that Moussorgsky was rhapsodizing about collective farms or men's-wear trends? Even the

Skater's Waltz, if loosed upon a non-French-speaking public as *Les Patineurs*, could have them tapping their feet dreamily to private visions of pastry-cooks at work in sun-drenched Provence.

When we come, therefore, to works coldly and academically titled *Etude*, or *Suite for Oboe* and *Strings*, or *Concerto No.47*, the whole field of interpretation lies open. They could be telling us about ethics; the Zuyder Zee, the lack of moral fibre among deck-hands on a lentil ship. It's just a matter of taking our pick. What is the Alban Berg violin concert all about, to take a somewhat challenging example? This is the work, as you will recall wryly, in which the soloist appears to select notes at random for a long time and then stop. What is Herr Berg saying to you, as you sit there looking rapt, and thinking how well a few bars of 'Bam-Bam-Bammy Shore' would drop in at this point? It's all very well to be told by the programme about the chromatic major ninth suggesting a 'joyous upsurge of the spirit'; as far as I'm concerned, this particular passage has a sharp melancholy, and suggests men trying to drag a tree up a rocky slope, its branches constantly getting snagged up with tough little shrubs (chord of the major thirteenth, very likely), and immense irregular boulders (supertonic seventh to B flat). On the other hand, the lady sitting next to us, who was trying to beat time but has now given up, wears a faint reminiscent smile. To her, perhaps, the mode speaks of happy Sheffield train rides of long ago; or the feeling you get when you hear birds running about in the false roof and wonder if you ought to go up there and get them out.

By what authority – this is what I want to know – by what authority does the programme note on the Tchaikovsky Sixth tell me that in the fourth movement I'm being treated to 'a grim dance between Death and the Neurotic, with a last hysterical protest against the inevitable?' Who spread the story in the first place? Tchaikovsky? I see that the Dvorak No.8 ('known as No.4' but what the heck) gives me a picture of the composer 'at first in church, later in his garden'; while his No.9 ('known as No.5', if you like documentation) shows him 'filled with sympathy for the oppressed coloured peoples'. All right. If you say so. And thanks for all your help.

But do I need it? Granted, if I'm told about the church and garden and the coloured folk, I can probably make myself hear tombs and outhouses and *Uncle Tom's Cabin*. But if I'm not told – and I didn't ask to be – what's to prevent me hearing greyhounds being exercised, or heavily photogenic waves crashing on the esplanade at Hove?

I don't mind accepting a tip or two on the technical side. I might easily miss 'the drone-bass on the cellos suggesting bagpipes' (and glad to, actually). In the same way, 'the inverted secondary theme returning a semitone higher' could well elude me, and I welcome these simple aids to added enjoyment. But when it comes to what the composer is saying, could I make a few personal decisions? For instance:

- Haydn's No.102 in B flat expresses his lifelong fear of falling through the bottom of a sedan chair.
- The greater part of the works of Liszt reflect his advocacy of cheap boots for agricultural workers.
- In his variations on the Paganini theme, Brahms is commenting subtly on physics and dynamics, including light-hearted references to Boyle's law and Fletcher's Trolley.

I'm quite prepared to have these views challenged by people who think they know better. Perhaps they do know better. But if I'm not as free as the next man to express an opinion, then it looks to me as if Beethoven, standing up for me as he did in the *Egmont*, was more or less wasting his time.

9. Throughout the passage the author wishes that:
   1) music composers would explain what they are trying to say through their works.
   2) he were free to make his own interpretations about the message of the music.
   3) people wouldn't bombard him with technical information.
   4) musicians had composed less complex music.

10. 'You can't even fall back on onomatopoeia.' By this the author means that:
   1) the works of Tchaikovsky and Delius are replete with onomatopoeia.
   2) a theme such as 'human rights' cannot be expressed by the use of music that imitates the actual sounds made by its subject.
   3) Beethoven should have used onomatopoeia to convey his message about the Magna Carta.
   4) All of the above.

11. Which of the following is not a view held by the author about the Alban Berg violin concert?
   1) The soloist appears to select notes at random for a long time and then stop.
   2) The insertion of a few bars of 'Bam-Bam-Bammy Shore' could possibly make the concert better.
   3) The chromatic major ninth suggests a joyous upsurge of the spirit.
   4) A particular passage suggests men trying to drag a tree up a rocky slope.

12. The tone of the passage is:
   1) scientific and analytical.
   2) satirical and humorous.
   3) academic and erudite.
   4) bitter and irritated.

13. A suitable title for the passage would be:
   1) The Great Tradition of Music
   2) The Interpretation of Music
   3) Beethoven's Place among Musicians
   4) Messages in Music: Useful or Pointless?

PASSAGE IV

Britons who like to borrow using plastic must envy card-carriers across the Atlantic. Compared with American shoppers, British consumers have long suffered a lack of choice and overly steep interest rates. That is now changing. Thanks to a competitive shake-up led by innovative American firms, British credit-card holders are at last starting to get deals worthy of a truly bustling and competitive market.

In most European countries, the credit card industry remains a backwater. Britain is a lone exception: its consumers hold three times more credit cards than the rest of the European Union put together. Still, until now card-issuers' margins in Britain have remained surprisingly robust, with spreads (the interest they charge minus their funding costs) rising to 17%, compared with a high of 13% in America. While credit card lending accounts for 6% of British banks' loan books, it generates a juicier 12% of their interest income, reckons Simon Samuels of Kleinwort Benson, an investment bank.

Why have margins remained plump? One reason is that Britain's credit-checking system is less sophisticated than America's. American card issuers can buy lists of 'pre-approved' customers from specialist credit-rating agencies; the issuers can then tailor their offers accordingly. Another explanation is successful branding. The leading British card issuers, such as Barclay card and Lloyds TSB, have forged strong brand identities for which many consumers will uncomplainingly pay a premium.

They have been helped by consumer inertia. After years of bombardment by direct-mail offers, Americans are happy switching cards for better deals. Britons have proved less flexible: market research suggests that older people are generally suspicious of new, low-priced cards and are reluctant to order cards through anyone but their own bank. Further, Britain's card issuers have successfully moved the battle-ground away from price towards 'frills', such as travel insurance and loyalty points.

That trend is now under threat, however. Faced with a saturated home market, American firms such as Capital One, Advanta, and MBNA (which are all specialist banks that deal almost exclusively with credit cards) have come to Britain and set about undercutting complacent British rivals with cards linked to the Visa and MasterCard payments networks. Entrenched British issuers should worry on several counts. The Americans run high-technology, low-cost operations; they are masters of marketing; and they compete fiercely on price. Most offer interest rates well below the British average – a hefty 22% – and charge no annual fee.

This competitive streak owes much to the structure of their home market. Almost all banks in America issue credit cards under the Visa or MasterCard brands, with their own names in a secondary position. With all issuers offering the same brands, they are forced to compete primarily on fees and interest rates.

MBNA has already gained a British foot-hold, picking up an estimated 500,000 customers this year alone. Advanta, which set up shop in February in a venture with Royal Bank of Scotland, is growing at a similar clip. Their expansion is largely due to their success in cherry-picking so-called 'revolvers' – those consumers who roll over their credit and thus make card firms most of their profit. They have also introduced marketing tricks that are familiar to Americans but still new to most Britons. A favourite is to offer temporary interest rates of, say, 10% to consumers who transfer their card balance from rivals (The rate usually rises to nearer 20% after a few months).

This assault is forcing the locals to fight harder. An investigation published this week in *Which*?, a consumer guide, found that thanks to increased competition a quarter of all British cards now issued carry no annual fee, compared with almost none in the early 1990s. Issuers that do charge have begun waiving fees for customers who threaten to defect.

All this means that card-issuers margins are at last heading downwards. Kleinwort's Mr. Samuels thinks that margins will shrink by a quarter between now and 2000, and that as consumer-targeting becomes more precise, card firms may even start tailoring interest rates to individuals. This will present issuers with a stark choice: spend more on technology, or get out.

Not that British consumers should expect the overall cost of having a card to fall quickly. Although margins in Britain are far higher than they are in America, that gap is largely offset by differences in the treatment of wayward customers. American issuers are more likely than British ones to penalise card holders for late payment or for exceeding a credit limit. Perhaps, Americans are not so enviable after all.

14. According to the passage:
    1) because of increased competition, one-fourth of all the British cards now issued carry no annual fees.
    2) British card issuers are very hard on errant customers.
    3) Capital One issues credit cards under the Visa or Master Card brands.
    4) compared with the American shoppers, British consumers have a variety of choice and steep interest rates.

15. Which of the following idea(s)/opinion(s) is/are not expressed in the passage?
    1) The credit card industry is one that is flourishing the most only in Britain, as compared to the rest of Europe.
    2) Successful branding and a relatively less sophisticated credit checking system, have resulted in fat margins for British card issuers.
    3) Britons are far more amenable to changing cards for better deals than the average East European.
    4) None of these

16. All the following are features of American card operations, except:

i. high technology and low cost operations.
ii. competitive fees and interest rates.
iii. great marketing skills.
iv. 'frills' such as travel insurance and loyalty points.

1) i, ii, iii, iv 2) Only i and iv 3) Only ii 4) Only iv

17. Which of the following is true?

1) A British card issuer's spread (interest charged minus funding costs) has risen to 17%.
2) The American card issuers net an interest income of 12%.
3) The difference in the treatment of way-ward consumers has to a large extent set off the gap between American and British margins.
4) The average American interest rate is 22% and they charge no annual fee.

18. Which of the following are not American?

i. Barclay card
ii. MBNA
iii. Royal Bank of Scotland
iv. Advanta
v. Kleinwort Benson

1) i, ii, iii 2) ii, iii, iv 3) iii, iv, v 4) i, iii, v

19. All of the following statements are true, except:

1) Lloyds TSB has strong brand equity.
2) British consumers have thrice as many credit cards as the rest of the European Union.
3) all American issuers offer the same brands, at the same time they compete on fees and interest rates.
4) None of the above

20. All the following statements have led to the conclusion drawn by Kleinwort's Mr. Samuels, about the falling margins, except:

1) consumer targeting will become more precise.
2) stricter rules are being imposed by the Americans on their consumers.
3) increased competition is being faced by British card issuers from their American counter parts.
4) Both (1) and (2).

PASSAGE V

Once confined to fantasy and science fiction, time travel is now simply an engineering problem. Physicists schooled in Newton's laws believed that time moved along a straight, steady course, like a speeding arrow. Then came Einstein in the early 1900s. His equations showed that time is more like a river. The more mass or energy you possess, the more the current around you varies. By moving at high velocity, for instance, you can make time slow down, and when you come to a stop, you'll be younger than if you'd remained at rest. Thus, a speedy spacecraft makes a fairly basic time machine.

Even after Einstein, most physicists believed the clock ticked in only one direction. While moving faster than the speed of light could, according to Einstein's equations, reverse time's arrow, such motion was impossible, because any object that reached that velocity would become infinite in mass. Trips to the past were **preposterous**.

Not anymore. Having examined Einstein's equations more closely, physicists now realize that the river of time may be diverted into a whirlpool – called a closed time like curve – or even a fork leading to a parallel universe. In particular, the more mass you can concentrate at a single point, the more you can bend the flow.

In recent years, new designs for time machines have been flying off drawing boards at the world's top science labs. Exact specifications depend on where in time and space you wish to travel. You'll need a hefty CPU to solve the relevant equations for your machine's precise size, shape, motion, location, surroundings, and so on; the more accurately you can nail down these variables, the closer you'll come to your intended destination.

The designs that follow don't have the panache of Doc Brown's DeLorean in *Back to the Future* or even H. G. Wells' brass and quartz dream machine, but they do put time travel within reach of anyone with a couple of fast spaceships, a supercomputer, and a solar-system-scale machine shop. Warning: Time-space distortions may not be stable and may collapse as you enter, so approach them at your own risk. Also, when going back in time, do not – repeat – do not kill your parents before you are born. Wired takes no responsibility for parallel universes in which you find yourself trapped for eternity.

When Carl Sagan was writing his 1985 novel Contact, he asked Caltech physicist Kip Thorne how to abbreviate the lengthy flight time required for a trip to a distant star. Thorne suggested a wormhole, a shortcut through space-time that almost certainly exists as a consequence of Einsteinian principles, although one has yet to be detected. A few years later, Thorne suggested that a wormhole's entrances could be positioned in space and time as desired. Unlike some other time machines, this Thorne-inspired design allows round trips. However, it can't take you back to a time before the machine was built. Here's how it works:

- Obtain four large conductive plates at least a few miles in diameter. Arrange them in a parallel, very close together. The space between each plate will teem with negative energy – a proven phenomenon known as the Casimir effect – creating slices of identical space-time.
- Separate the plates into two pairs. A wormhole will connect the pairs like an umbilical cord.
- Place one pair in a rocket ship and accelerate to almost the speed of light, preferably in a circular path so the rocket doesn't stray too far. Time will nearly freeze for that set while the other, still on the ground, ages at the usual rate. With each passing moment, the space borne plates will go farther back in time relative to the others.
- When a sufficient amount of time has passed – preferably decades – step between the earth-bound plates. You'll immediately be transported back in time and across space to the other pair.

21. Which of the following can best replace the word 'preposterous' as used in the passage?

1) Sensible 2) Dangerous 3) Absurd 4) Pretentious

22. Which of the following is NOT true according to the passage?

1) Time travel is no more a fantasy or a fictitious idea.
2) Einstein's equations provided the basis for the physicists to realize that one can travel back and forth in time into a parallel world.
3) All time machines allow round trips in space and time.
4) According to physicists, in case of time travel, the more mass one concentrates at a single point, the more can one bend the flow of time.

23. According to the passage, what is the difference between the Newtonian and the Einsteinian concept of time?

1) Newton believed that time travel was impossible whereas Einstein advocated the possibility of designing a time machine.
2) Newton believed that time was like an arrow with a straight and steady course whereas Einstein believed that the river of time could be diverted into a whirlpool.
3) Newton believed that by moving at high velocity one could beat the pace of time, whereas Einstein propounded the mass vs. the flow of time theory.
4) Newtonian laws advocated that time was like a speeding arrow with a steady course, whereas Einstein's equations showed that time was like a river.

24. Which of the following could be a suitable title for the passage?

1) A User's Guide to Time Travel 2) How to Make a Time Machine
3) Time Travel and the IT industry 4) Man's Journey into the Past

PRACTICE EXERCISE-3

Directions: *Read the passages carefully and answer the questions that follow.*

PASSAGE I

More than 200 years ago Benjamin Franklin coined the now famous dictum that equated passing minutes and hours with shillings and pounds. The new millennium – and the decades leading up to it – has given his words their real meaning. Time has become to the 21st century what fossil fuels and precious metals were to previous epochs. Constantly measured and priced, this vital raw material continues to spur the growth of economies built on a foundation of terabytes and gigabits per second.

An English economics professor even tried to capture the millennial zeitgeist by supplying Franklin's adage with a quantitative underpinning. According to a formula derived by Ian Walker of the University of Warwick, three minutes of brushing one's teeth works out to the equivalent of 45 cents, the compensation (after taxes and Social Security) that the average Briton gives up by doing something besides working. Half an hour of washing a car by hand translates into $4.50.

This reduction of time to money may extend Franklin's observation to an absurd extreme. But the commodification of time is genuine – and results from a radical alteration in how we view the passage of events. Our fundamental human drives have not changed from the Paleolithic era, hundreds of thousands of years ago. Much of what we are about centres on the same impulses to eat, procreate, fight or flee, that motivated our cave-dwelling ancestors. Despite the constancy of these primal urges, human culture has experienced upheaval after upheaval in the period since our hunter-gatherer forebears roamed the savannas. Perhaps the most profound change in the long transition from Stone Age to information age revolves around our subjective experience of time.

By one definition, time is a continuum in which one event follows another from the past through to the future. Today the number of occurrences packed inside a given interval, whether it be a year or a nanosecond, increases unendingly. The technological age has become a game of one-upmanship in which more is always better. In his book *Faster: The Acceleration of Just About Everything*, James Gleick noted that before Federal Express shipping became commonplace in the 1980s, the exchange of business documents did not usually require a package to be delivered 'absolutely positively overnight'. At first, FedEx gave its customers an edge. But soon the whole world expected goods to arrive the next morning. 'When everyone adopted overnight mail, equality was restored,' Gleick writes, 'and only the universally faster pace remained.'

The advent of the Internet eliminated the burden of having to wait until the next day for the FedEx truck. In Internet time, everything happens everywhere at once – connected computer users can witness an update to a Web page at an identical moment in New York or Dakar. Time has, in essence, triumphed over space. Noting this trend, Swatch, the watchmaker, went so far as to try to abolish the temporal boundaries that separate one place from another. It created a standard for

Internet timekeeping that eliminated time zones, dividing the day into 1,000 increments that are the same anywhere on the globe, with the meridian at Biel, Switzerland, the location of Swatch's headquarters.

The digital Internet clock still marches through its paces on the Web and on the Swatch corporate building in Biel. But the prospects for it as a widely adopted universal time standard are about as good as the frustrated aspirations for Esperanto to become the world's lingua franca.

Leaving gimmickry aside, the wired world does erase time barriers. This achievement relies on an ever progressing ability to measure time more precisely. Over the aeons, the capacity to gauge duration has correlated directly with increasing control over the environment that we inhabit. Keeping time is a practice that may go back more than 20,000 years, when hunters of the ice age notched holes in sticks or bones, possibly to track the days between phases of the moon. And a mere 5,000 years ago or so the Babylonians and Egyptians devised calendars for planting and other time-sensitive activities.

Early chronotechnologists were not precision freaks. They tracked natural cycles: the solar day, the lunar month and the solar year. The sundial could do little more than cast a shadow, when clouds or night did not render it a useless decoration. Beginning in the 13th century, though, the mechanical clock initiated a revolution equivalent to the one engendered by the later invention by Gutenberg of the printing press. Time no longer 'flowed', as it did literally in a water clock. Rather it was marked off by a mechanism that could track the beats of an oscillator. When refined, this device let time's passage be counted to fractions of a second.

The mechanical clock ultimately enabled the miniaturization of the timepiece. Once it was driven by a coiled spring and not a falling weight, it could be carried or worn like jewellery. The technology changed our perception of the way society was organized. It was an instrument that let one person co-ordinate activities with another. 'Punctuality comes from within, not from without,' writes Harvard University historian David S. Landes in his book *Revolution in Time: Clocks and the Making of the Modern World*. 'It is the mechanical clock that made possible, for better or worse, a civilization attentive to the passage of time, hence to productivity and performance.'

Mechanical clocks persisted as the most accurate timekeepers for centuries. But the past 50 years has seen as much progress in the quest for precision as in the previous 700. It hasn't been just the Internet that has brought about the conquest of time over space. Time is more accurately measured than any other physical entity. As such, elapsed time is marshalled to size up spatial dimensions. Today, standard makers gauge the length of the venerable metre by the distance light in a vacuum travels in 1/299,792,458 of a second.

1. What is the central idea of this passage?

   1) Time, by virtue of its commodifications and its accurate measurement, has acquired increased significance in modern life.
   2) New perceptions of time are changing modern life down to the last nanosecond.
   3) Time has become a mere commodity in today's fast-paced world.
   4) The ability to measure time more and more accurately has led to the triumph of time over space.

2. Which of the following is most likely to be the Benjamin Franklin dictum referred to in the first sentence?

   1) 'Time is precious, waste it not.'
   2) 'Time is money.'
   3) 'You may delay, but time will not.'
   4) 'Lost time is never found again.'

3. Which of the following is the best summary of the third paragraph?

   1) Commodification of time stems from a view in which time is a subjective experience. This major change took place sometime during the long transition from Stone Age to information age.
   2) Time may not be literally money, but it certainly has become a commodity. The most profound change to have occurred from the time that our ancestors lived in caves till now centres around our subjective experience of time.
   3) A quantum shift in how we view the movement of events and the change in the subjective experience of time, typify this age though man's basic urges have remained the same.
   4) On one hand, our most fundamental needs have not changed since the Stone Age, but on the other, our conception of time has undergone a radical revolution. This has led phenomena like commodifying time and putting a price on it.

4. The sentence that could follow from the last sentence of this passage would be most likely to discuss:

   1) how light has become a symbol of reverence in today's fast-paced world, because it is the fastest known entity.
   2) the astonishingly accurate time-keeping abilities of the latest gizmo for measuring time – atomic clocks.
   3) how atomic clocks in Global Positioning System (GPS) satellites help pinpoint a precise location on Earth.
   4) how the ability to transcend time and space effortlessly – whether on the Internet or piloting a supersonic airliner lets us do things faster.

PASSAGE II

Whether vaccines are designed to prepare the immune system for the encounter with a pathogen or with cancer, certain common challenges need to be faced, such as what antigen and what adjuvant to use, what type of immune response to generate and how to make it long lasting. Cancer, additionally, presents several unique hurdles. Cancer vaccines must overcome immune suppression exerted by the tumour, by previous therapy or by the effects of advanced age of the patient. If used for cancer prevention, vaccines must elicit effective long-term memory without the potential of causing autoimmunity. Considering how refractory cancer has been to standard therapy, efforts to achieve immune control of this disease are well justified.

Between the idea
And the reality
Between the motion
And the act
Falls the Shadow.
– *T. S. Eliot*

Edward Jenner's landmark publication in 1798, that describes a vaccine against small pox, is considered to be the official beginning of the science of immunology. Immunology has since then made many contributions to scientific enterprise and to many different scientific disciplines, including genetics, molecular biology and cellular biology. The most important contribution of immunology to improving the quality of human life is the development of vaccines.

Twenty-six infectious diseases are preventable through vaccination, at present. In spite of two centuries of vaccine development, however, there are still several parasitic, bacterial and viral diseases, such as Chagas, malaria, tuberculosis and hepatitis C, that have so far eluded protection through vaccines. Modern times have also brought new diseases, such as HIV and cancer. The successes from the past and an ever-increasing level in our understanding of basic immune mechanisms and the ability to manipulate them, predict future victories.

In addition to taking on the challenge to design better vaccines against infectious diseases, immunologists are exploring the possibility of using vaccines against other ailments that involve the immune system. Most notable efforts are directed to developing vaccines for cancer and certain autoimmune diseases. Vaccines that are designed to prepare the immune system for encounter with either infectious pathogens or with cancer or mediators of auto-immunity, all face certain common challenges that are reviewed here.

Traditionally, successful vaccines have consisted of live attenuated pathogens. Although effective at the population level, these vaccines have a small, but significant risk of activation that can cause disease or other harmful side effects. On the basis of the successes of attenuated pathogen vaccines and owing to the initial lack of defined tumour antigens, the first cancer vaccines were composed of whole tumour cells that were previously irradiated or otherwise inactivated. In mouse

models, this immunization strategy was successful, producing tumour-specific immune responses and rejection of a tumour challenge. These early vaccines used either tumour-cell lines that had accumulated many mutations through numerous passages in vivo or in vitro and were, therefore, highly immunogenic, or carcinogen-induced tumours with unique mutations that function as highly stimulatory antigens.

Just as vaccines that are based on whole pathogens are associated with risks of reactivation and development of disease, whole tumour-cell vaccines present significant health risks. The most serious is the potential for causing autoimmunity. Immature dendritic cells (DCs) that reside in tissues take up and process dying cells and self antigens, but in the absence of strong activating signals, such as those given by pathogens, no immune response to these antigens is generated. To elicit strong immunity, the tumour-cell vaccine must include substances that activate DCs. In the case of whole tumour cells, however, it should be expected that in addition to presenting tumour-specific antigens, activated DCs would prime immunity to many other antigens (autoantigens) that are otherwise subject to peripheral tolerance. This is not a hypothetical case – evidence for auto-immune reactions following vaccination has accumulated from work in animal models, as well as clinical trials.

5. The issue addressed in this article relates to:
   1) the common and the unique challenges to cancer vaccines and the risks associated with their use.
   2) challenges facing the makers of all vaccines in general and the makers of cancer vaccines in particular.
   3) the problem of choosing the right antigen while developing a whole-tumour cell vaccine.
   4) the significant health risks faced by cancer patients and its alleviation through vaccines.

6. Which of the following characteristics must cancer vaccines possess?
   1) They must possess the potential of causing autoimmunity.
   2) They must be able to resist immune suppression that may have been caused due to previous therapy to fight the disease.
   3) They must be suited for all ages.
   4) They have to be long lasting so that the patient develops enough autoimmunity against them.

7. One of the health hazards of whole tumour-cell vaccine is:
   1) it includes substances that activate dendritic cells.
   2) it generates immunity to antigens that deactivate dendritic cells.
   3) it may cause autoimmunity.
   4) Both (1) and (2).

8. Which of the following statements does NOT gel with the facts mentioned in this passage?
   1) So far only 26 vaccines have been successfully tried and tested against infectious diseases.
   2) Vaccines designed to strengthen immune system for encounter with mediators of autoimmunity usually contain live attenuated pathogens to be effective.
   3) Autoimmune reactions following vaccination have been proved through tests on animals.
   4) Vaccines are designed to prepare the immune system for the encounter with a pathogen.

9. The T. S. Eliot quote in this passage is used to suggest:
   1) that success is often a case of trial and error in the case of prevention of infectious diseases through vaccines.
   2) the risks involved in taking cancer vaccines often outweigh the benefits that might accrue from them as proved by clinical tests and tests on animals.
   3) that in the case of making cancer vaccines, nothing is definite until it really happens because things can go wrong in between.
   4) the results of clinical tests and laboratory experiments rarely get translated into success in the actual effectiveness of the vaccine.

PASSAGE III

Forming impressions of other people is probably so natural to you that, like breathing, you only think about the process if something goes wrong. *Impression formation* is a process by which information about others is converted into more or less enduring cognitions or thoughts about them. When we first meet someone, we have access to considerable information – how the person looks and what he or she does and says. According to one point of view, we are not overwhelmed by the abundance of this information because we are able to group it into categories that predict things of importance to us. These categories and their perceived interrelationships form the basic *cognitive framework* by which we understand others. The characteristics defining cognitive categories can be as broad as 'women' or 'men' or as narrow as 'myself'. They can involve such diverse features as an occupational role (used-car salesman), a social role (friend), a personality trait (dominant), or a physical characteristic (tall). The linkages among these categories will determine what predictions we make about someone when we have only limited information. If, for example, you think people who wear glasses are intelligent, then whenever you meet a stranger wearing glasses, you will be disposed to believe that he or she is highly intelligent. All categories are related to some other categories and unrelated to many more. In your mind, wearing glasses might also be related to 'timidness' but not to 'honesty' or 'sense of humour,' for example. By generating predictions, or expectations, we can efficiently interact with other people even when we possess only minimal information about them.

Of course there is no guarantee that a given piece of information will be categorized in the same way by different people. The humour contained in a cartoon strip revolves around such a difference. The woman sees herself as one of many detergent users, while the wizard apparently sees her as belonging to the sparsely filled category of odd-looking people. Differences in how information

is categorized may give rise to humour, but more often it is a source of misunderstanding and conflict between people. The man who thinks he is being considerate when he opens a door for a woman will be surprised by her reaction if she has categorized his behaviour as patronizing. In a similar way, comparable categories do not guarantee identical linkages with other categories. Such differences can have important consequences on how events are understood. Consider, for example, the act of rape. Such an act was, for many years, linked with a male's sexual desire and with the victim's possible sexual provocation. In recent times, rape is more often linked with physical violence and aggression: the locus of responsibility thus correctly remains with the rapist.

The categories we use and their assumed interrelationships constitute our template, or framework, for understanding the world in which we live. This framework, in essence, is our theory about how things are supposed to work.

For understanding other people, the category most frequently used is the trait. *Traits* are classification schemes for describing the behaviour of individuals. Our language provides us with many options for describing behaviour, such as assertive, friendly, punctual, or talkative, for example. Traits are a compelling set of categories used to describe, remember and communicate our own and other people's behaviour. Traits are also perceived to be interrelated; they seem to occur in clusters. You might, for example, assume that people who are assertive are also ambitious or that intelligent people are also industrious. This assumed relationship among traits is called *implicit personality theory*, a name that underscores how our cognitive framework generates predictions about other people that go beyond that available to us.

Our own implicit personality theory similar to our general cognitive framework, includes both assumed relationships shared by most other members of our culture and assumed relationships that are unique to us. The shared assumptions are a result of the similarities of experiences within a particular culture, where people share a common language, common exposure to mass media, and common socialization or child-rearing experiences. The unique assumptions are a result of our own individual experiences, especially with people of importance to us in our own family, school, neighbourhood, or church. Implicit personality theories help us to simplify the information we receive in social interaction, colour the way we interpret events, and guide our responses to other people.

Once you have met someone and have settled on a group of traits you observe and assume that person to have, how do you decide whether or not you wish to proceed with the relationship. To make this decision, you must make a global judgement about how favourable you feel towards the person. One procedure you might follow is to add the favourable traits together. If you do this, you will have a more positive impression if you think a person is both kind and honest than if you think the person is simply kind. On the other hand, you might average these two pieces of information, in which case your impression would remain about the same – the average of the two favourable traits would be closer to what you would actually do, except that it would not be quite so simple. Instead, certain pieces of information would be seen as more important and thus would be weighted more heavily than others; your overall impression would represent a weighted average of the information you have about that person. One thing you would consider is the relevance of the information for the particular judgement you are making. You assign importance to

different characteristics in assessing your car mechanic and in assessing your psychology professor. Information obtained first also seems to be weighted more heavily. Most people believe there is some value in making a good first impression, and research shows that such efforts are not wasted; a *primacy effect* does often occur in impression formation. Furthermore, we generally give more importance to information concerning negative traits than to information concerning positive traits that others might possess. Each of these factors affects the weighting people give to various pieces of information when forming an impression of another person.

Some information patterns contain apparently contradictory information. (Try, for example, to imagine someone who is both hostile and dependent.) Asch and Zukier asked subjects to imagine people who were described by such contradictory traits in order to study how perceivers resolve discrepancies. These authors assumed that perceivers would try to preserve the unity of the other person. The contradictions were resolved by inferring a greater degree of complexity about the other person. One mode of resolution was to put the traits in a cause-effect relationship. Some subjects saw the FP as resentful about the dependence and therefore, hostile. Segregation, assigning the contradictory traits to different spheres of the person, was another mode of resolution. Some subjects saw the FP as dependent upon one person, perhaps a parent, but hostile to others. Asch and Zukier identified seven different modes of resolution, each of which illustrated that the perceiver preserves the unity of the FP by inferring new information that goes beyond what was given.

We have all been warned about the evils of stereotyping and none of us would be eager to characterize our own impressions of others as involving stereotyped judgements. If one defines stereotypes as prejudiced expectations generated by placing people in cognitive pigeon holes, the social undesirability of stereotypes may seem justified. Yet you may now have the uncomfortable feeling that what was previously said about the functions of cognitive frameworks, or implicit theories of personality, is quite similar to stereotyped impressions. Indeed, with only slight alterations in the negatively toned words – by defining *stereotypes* as prejudgements generated by placing people in cognitive categories – the processes of impression formation and stereotyping become equivalent. Is there, then, any reason to be wary of stereotyped thinking? The answer of course, is yes. The reasons for the answer, however, cannot be found in the cognitive processes themselves but reside in the content of socially undesirable stereotypes. These stereotypes, which we will arbitrarily call *social stereotypes*, have certain common features that should make us cautious when they pop into our heads. Social stereotypes typically involve categories defined by an ethnic dimension – such as race, nationality, or religion – or by a demographic dimension – such as gender or region of country. The categories typically define a minority group and almost always generate an expectation for undesirable behaviour. Examples of social stereotypes abound. Are you familiar with these unfounded linkages: Irishmen are brawlers and drunkards, Jews are shrewd and ambitious, blacks are fun-loving and ignorant, feminists are aggressive and plain, southerners are bigotted and clannish? Social stereotypes, thus involve ethnocentric thinking – that is, the assumption that what one's own group does or values is best and that any differences from that ideal are undesirable. One of the evils of social stereotyping is that it nearly always depicts members of other groups in an unfavourable light. When these expectations are believed by us and shared with others in our group, they present a powerful barrier to interacting with members of the stereotyped group. In some instances, they can even become accepted by members of the stereotyped group. In addition

to being ethnocentric, social stereotypes can generate incorrect expectations about someone in the face of much contradictory behaviour.

10. Which of the following statements best expresses the process of Impression formation according to the information given in the passage?

1) Impression formation is the process by which we try to gauge others from the different categories that they belong to, such as an occupational role, a social role, a personality trait or a physical characteristic.
2) Impression formation is a process by which information about others or another person is converted into a group or category that forms the basic cognitive framework by which we understand them.
3) The process of Impression formation happens when we group people into categories on the basis of how they look, or what they speak and do, and interact with them on the basis of their physical, social or personal characteristics.
4) The process of Impression formation happens when we generate predictions or expectations of people based on the cognitive categories that are created when we meet someone, based on what we perceive about them.

11. Which of the following examples in the passage illustrates best that differences in the methodology of categorization of information can lead to misunderstanding and conflict between humans?

1) A man who thinks he is being considerate when he opens the door for a woman may be wrong, because the woman may find him more patronizing than considerate.
2) A woman may find that a man is being considerate to her when he opens the doors for her.
3) The wizard sees the woman as a strange and unusual looking detergent user while the woman sees herself as a normal person.
4) The act of rape is nowadays linked with violence and aggression.

12. What exactly is 'implicit personality' theory according to the passage?

1) The framework, which consists of the categories, we use and their assumed interrelationships, which help us, understand the world in which we live.
2) A classification theme for describing the behaviour of individuals such as assertive, friendly, talkative or punctual.
3) A set of categories, which are used to describe, communicate and remember the way, we and other people behave.
4) A perception of assumed traits that transcend available data.

13. The most important factor in Impression formation according to the passage is:

1) the conclusion that you arrive at, after making a global judgement about how favourable everyone feels towards a person.
2) the relevance of the information used to make a judgement of the person.
3) a primacy effect, which is information, obtained first upon meeting a person.
4) understanding a person by putting his contradictory traits in a cause-effect relationship.

PASSAGE IV

Old beliefs in physiognomy and phrenology have long ago been laughed out of court, yet no biography is complete without a portrait. Isaac Newton's *Principia Mathematica* – his celebrated book on gravity – became a nondenominational Bible that spread the faith of Western science throughout the world. Newton epitomizes the disembodied genius, the secular saint who is above such earthly requirements as food and sleep. Nevertheless, we remain fascinated by his appearance.

Promoters of science have always appreciated the power of pictures, and one of the most famous is Godfrey Kneller's *Newton*, painted in 1689, 2 years after the *Principia* was first published. All the signs of a dedicated solitary scholar are there – the unkempt gray hair, the thin pale face, the delicate hands and the dark robes. Modern viewers immediately recognize the world's greatest scientific genius, and some even liken this Newton to Christ himself.

But how confident can we be that Newton really looked like this? As science's publicity machine whirred into action during the 18th century, pictures became an important propaganda tool. Because portraits showed how the new scientific experts wanted to be seen, they also reveal information about the history of science itself.

Newton's biographers maintain that he shunned fame and was uninterested in art. This might be the appropriate behaviour for a reticent genius, but the visual evidence suggests that Newton actively fashioned his public persona. The sheer number of images testifies to his concern – over 20 busts and portraits, several of them paid for by Newton himself. He put some of them on display in his London home, including an expensive ivory plaque in the dining room, where guests could admire the good taste that only comes with wealth. To impress the international community of natural philosophers, he donated a large portrait to the Royal Society, labelling it prominently in gold letters – *Sir Isaac Newton, President*. People whom Newton judged to be less important, such as the editor of the second edition of the *Principia*, only got black-and-white engravings.

Paradoxically, portraits do not necessarily provide reliable evidence of a subject's appearance. As one devotee observed: 'Various are the effigies of Sir Isaac, both in frontispieces, medallions, busts, seals and other engravings, but most of them are dissimilar from his monument and from each other.' One problem is that artists deliberately flattered their clients. Most obviously, they concealed signs of aging, but Newton's painters also tended to give him piercing eyes and a broad brow, features that traditionally signalled mental aptitude. Many biographers have commented on the intelligence radiating out of Newton's pictures like an aura of genius, yet the Bishop of Rochester, who knew Newton for 20 years, remarked to a friend that 'in the whole air of his face and make, there was nothing of that penetrating sagacity which appears in his composures'.

The changing interpretations of portraits tell us how scientific stereotypes altered. Every picture tells a story – but the same picture can tell different stories at different times. Although we may see a scientific genius when we look at Kneller's Newton, in his lifetime, the social category of 'scientific genius' did not exist. It originated around the turn of the 18th and 19th centuries, and Newton was the first member. His reputation helped to forge the defining characteristics of how a superlative scientist should look and behave.

In 1689, when Newton visited Kneller's London studio, he was an obscure Cambridge scholar, author of an esoteric book incomprehensible to all but a few learned mathematicians. Drawing on 17th century artistic conventions for depicting religious anchorites, Kneller produced a picture of a melancholy recluse enclosed in a windowless cell-like study and driven to the verge of illness through obsessive reading.

Almost two centuries later, when the engravings first made this model of Newton public, the situation had changed dramatically. Newton was acclaimed as a national hero, and science was a prestigious activity, the source of Britain's exploding industrial wealth. Kneller's fragile, privileged scholar became the 'yeoman's son ... at work in the wells of truth, and wresting from nature, secrets hidden from the foundation of the world ... a very beagle of truth'. Phrenology was at its peak, and Kneller was praised for showing Newton with 'a brow that could measure the universe'. (However, Newton's profile did present a problem for phrenologists, since his sharply receding forehead left no room for the organ of causality and bore disturbing resemblances to that of a native American Indian).

Victorians worried about calling Newton a scientific genius. The badge of genius was awarded to Romantic poets, men inspired by an internal fire of originality. Could a flash of artistic creativity be equivalent to Newton's revelation beneath the apple tree? Scientists were supposed to work methodically and industriously, to observe the world with icy detachment. How could Newton be a paradigmatic scientist if he behaved like an inspired genius and so contravened all those Victorian ethics of hard work and sober respectability? Portraits like Kneller's, hailed for showing Newton at the peak of his career, helped to confirm that being a genius could be compatible with being a brilliant scientist.

In our post-Freudian age, we delight in pictures that reveal individual idiosyncrasies rather than providing role models to be admired and emulated. Unlike Kneller and his contemporaries, we attribute a thin pale face, dishevelled hair, and fine fingers not to melancholy but to mental brilliance. For modern viewers, the closest relatives of this detached Newtonian intellect with a minimalist body are Sherlock Holmes and Stephen Hawking.

Historians can learn a lot about science's publicity methods by examining who received and sent pictures, and – equally significant – which ones were chosen for distribution. But portraits don't only belong to the past. Modern scientists are just as media-conscious as their predecessors and take great care to put their best face forward for public presentation.

14. Which of the following would be the most appropriate title for this passage?

1) Portraits of Scientists and their Influence
2) Newton as the Presentable Scientist
3) Science and the Arts: A Confluence that Bridges Generations
4) The Looking Glass: How Science Sees Itself

15. As per its usage in the passage, the meaning of 'phrenology' can be inferred to be the study of:

1) the shape of the skull, based on the belief that it reveals character and mental capacity.
2) resemblances between the colonizing British and native American Indians.
3) the ethnic origins of Americans based on the shape of their brows.
4) portraits, which enables one to judge its period by studying characteristics of the profiles painted.

16. Which of the following conclusions CANNOT be drawn about Newton from this passage?

1) He was universally considered a genius, and he actively worked to promote this image.
2) He changed over the years from an elegant, sociable gentleman, to the stereotype of an obsessive scientific genius.
3) His actual facial characteristics are hard to judge on the basis of the many portraits in circulation, which seem to contradict each other.
4) He was one of the first media conscious scientists and the first to be considered a 'scientific genius'.

17. What do the changing images of Newton suggest with respect to modern media's role in uniting the masses of people with celebrities?

1) The media presents a packaged product based on popular notions of celebrity appeal to the public.
2) The media is one important link between the people and personalities, and is employed by celebrities to increase their reach.
3) The popular scientist, both of the past like Newton and that of the present such as Stephen Hawking, is dependent on the media to project a favourable image.
4) It does matter what a scientist looks like, as the media is quick to promote before the people those scientists who fit the bill.

18. In the Victorian age, why was the notion of who constituted a genius vis-a-vis a scientist, so much at odds with that of a Romantic poet?

1) The Victorian age had opposing and fairly rigid stereotypes with respect to both categories.
2) Scientists did not ordinarily possess the originality of Romantic geniuses.
3) Newton was the first to combine both and form the social category of 'scientific genius'.
4) The Victorians were more sparing with the term 'genius' than we are today, and allotted it only to Romantic poets.

19. Does the passage suggest that Newton was in fact, a paradigmatic scientist?

1) No, because he was atypical of the scientists of the age.
2) Yes, because he served as a model.
3) Yes, because he was non conforming when he had to be.
4) No, because he did not represent the ethics and morals of the time.

20. Which of the following questions is not answered affirmatively in the passage?

1) Was Newton interested in publicity?
2) Is Newton recognizable today?
3) Were the Victorians wary of calling Newton a genius?
4) Does there exist an authentic portrait of Newton?

PASSAGE V

He is stark mad, whoever says,
That he hath been in love an hour,
Yet not that love so soon decays,
But that it can ten in less space devour;
Who will believe me, if I swear
That I have had the plague a year?
Who would not laugh at me, if I should say
I saw a flash of powder burn a day?

Ah, what a trifle is a heart,
If once into love's hands it come!
All other griefs allow a part
To other griefs, and ask themselves but some;
They come to us, but us love draws;
He swallows us and never chaws;
By him, as by chain'd shot, whole ranks do die;
He is the tyrant pike, our hearts the fry.

If 'twere not so, what did become
Of my heart when I first saw thee?
I brought a heart into the room,
But from the room I carried none with me.
If it had gone to thee, I know
Mine would have taught thine heart to show
More pity unto me; but Love, alas!
At one first blow did shiver it as glass.
Yet nothing can to nothing fall,
Nor any place be empty quite;

Therefore I think my breast hath all
Those pieces still, though they be not unite;
And now, as broken glasses show
A hundred lesser faces, so
My rags of heart can like, wish, and adore,
But after one such love, can love no more.

21. Which of the following best reflects the central theme of this poem?

1) Love is a cruel taskmaster.
2) Love extends no respect to its recipient.
3) Love is unnaturally short.
4) Love works violently and swiftly.

22. What does the author state about 'other griefs'?

1) They do not demand the heart in its entirety.
2) All other griefs pale before love.
3) The bitterness of one leads to commencement of another different grief.
4) Other griefs can be impersonal but not love.

23. What, according to the poet, will earn him scepticism from the world?

1) He compares love to death by a violent disease.
2) His claim that he saw a flash of gunpowder burn for an entire day.
3) He uses seemingly unlikely images which unite to form a picture of his bitterness and hatred towards love.
4) His frequent, careless proffering of his heart.

24. How is the third stanza different from the previous ones?

1) The subject is clearly defined in the third stanza.
2) Most of the conceptual elements of the poem fall easily into place in the third stanza.
3) The poet departs from the general and enters the specific.
4) It offers a kind of moral for the poem.

25. Which of the following best summarises the last stanza?

1) After being in love once, the heart is merely capable of reflecting lesser emotions but not love.
2) Love acts in a heartless, mechanical manner.
3) The force of love always ends up shattering the heart.
4) The poet's heart was so utterly destroyed that nothing can become of it.

PRACTICE EXERCISE-4

Directions: *Read the passages carefully and answer he questions that follow.*

PASSAGE I

Indian consumers have stepped into the level of desire. Product choice has increased, and alternatives with very local players are evident. So in essence, 5 layers of price are now operative - super low price: the local player, low price: regional player, medium price: small size national player, higher price: big size Indian or international player in India and highest price: the imported product at the top end.

The general tendency of the Indian manufacturer is not to connect pricing with quality. A low price category local player or small size national players can easily make a visually appealing product. They can then take advantage of the consumer awareness created by big national or international players on that category. The big players spend huge amounts of money in media to advertise a category, without owning a specific uplifted product benefit for which consumers will specifically remember them. Distribution **volatility** is remarkably high in the country. The retailer and distributor always get better margins from local, regional and small national players who introduce super low, low and medium price products. FMCG distributors and retailers do not focus on the quality of products on the shelf, but they are interested about their margin. The big players have not created enough emotional bonding with consumers. So the consumers don't find any difference between a low or higher priced product. There has been no reason for high priced products to reach their radar, and hence, their attention. The big national and international companies have also not exuberantly addressed the premiumness of quality, which creates high consumer loyalty for their value of life.

Now, having read a quantitative research, an international strategy consultant's report, or taken the advice of famous NRI management gurus, different Indian organizations have tried to encash opportunity in different product markets. Such opportunities have looked like spring water, flowing continuously with the grace of God. The nightmare of the possibility of this spring water drying up may need to be considered upfront. But opportunity is always a theory, which may not be realistic unless you accurately read the consumers' subconscious mind. Triggering opportunity does not mean you put a product in the market, create some advertising, and encash the prospect. Achieving success on theoretical data may not correspond to the socio-cultural, psychological and historical insight of consumers, whom you'd like to partner with to accomplish the opportunity. Indian marketers should understand that a western marketing culture cannot be replicated in India with its multi-cultural, multi-religion, multi-race environment. Distribution is not organized here either; it is multi-dimensional in a multi-price driven market. A unique Indian marketing culture has to emerge from the origin of our society and culture. Marketing is easy to conceive in the West, which is extremely disciplined and has a culture of single focus. They have undergone several crises in the 20th century. Nine million people died in the first World War, Hitler exterminated six million Jews, and 51 million died in the second World War, leaving a scarred society. The scaring

experience of these 20th century wars has made the western society, as well as the Japanese, extremely focused on discipline. They have learnt the knack of magnifying a small thing to make it look very big. The European community has come together, but apart from the Euros that unify them, each country has its independent socio-cultural environment. Every country generally has one culture, one language, so obviously their marketing culture is that much easier. But the major similarity among European countries is in their consuming and production process. Their marketing process follows this mono-dimensional life. Indian companies, whether regional, national or international players, need to add tangible value in their deliverables if they are interested in making a long-lasting impact with FMCG products. A multidimensional marketing culture needs to be applied, followed by rigorous implementation.

1. Which of the following has been quoted as a main reason by the author for poor consumer loyalty towards a particular brand of product?

   1) The high price of the product
   2) There is not enough emotional bonding between the consumer and the manufacturer
   3) Poor quality of the product
   4) Both (1) and (3)

2. According to the passage, what helps to create a high consumer loyalty for a particular product?

   1) Distribution of free samples to the consumers
   2) The product should be visually appealing.
   3) Charging a lower price for the product as compared to the competitor's product
   4) Addressing expansively, the superior quality of the product to the consumers

3. What has been called as 'spring water, flowing continuously with the grace of God'?

   1) The big players spending huge amounts of money in media to advertise a category.
   2) The profit earned by the retailers and distributors from local, regional and small national players who introduce super low, low and medium price products.
   3) Both (1) and (2).
   4) None of the above.

4. Which of the following is a synonym of 'volatility'?

   1) Effervescence 2) Unenthusiasm 3) Responsibility 4) All of the above

5. Which one of the following statements can be implied from the passage?

   1) Accomplishment of opportunities depends on the socio-cultural, psychological and historical insights of the consumer.
   2) Marketing culture of a country is affected by the social culture of that country.
   3) A multi-dimensional marketing culture followed by rigorous implementation has to be adopted for tapping opportunities.
   4) All of the above.

PASSAGE II

Most people see history in terms of separate periods (whether for example, classical, medieval or modern), with each typified by a different way of life. At the same time, the study of history is often characterized as solely concerned with recovering facts about the past. Seen in this way, history is like a book, with each chapter charting a different phase or epoch of human development: the rise and fall of Greece and Rome; the emergence of the Catholic Church; the heraldry and Crusades of the Middle Ages; the Renaissance and Reformation; the technology and social change of the Industrial Revolution. In similar fashion, popular perceptions of the process of historical change are founded on the idea of progress: a belief that each new era brings to human society a more sophisticated sense of being.

History is also about roots. It provides society and individuals with a dimension of longitudinal meaning over time which far outlives the human life-span. It connects us with our past. History also allows us to peer into the future by providing precedents for contemporary action, forewarning against the repetition of past mistakes. From its sense of continuity, history offers apparent form and purpose to past, present and future. There is seen to be a need for history. It has social value, and its study is both important and rewarding.

The popular view tends to smooth out the contours of the past, brushing away its inconsistencies. As students of history will find out, the past is not simply a collection of distinct ages or a hotchpotch of facts. History is extremely complex and historians disagree on exactly what it is. Since E. H. Carr, in *What is History?* (1961), suggested that history 'is a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past' (thereby implying it was changeable), there has been a steady stream of attempts to provide satisfactory answers. So keen are historians to find new explanations that, though Carr's work remains a masterful exposition on the state of history, it is now some way off the pace of current trends.

Today the very notion that history is a fact-based discipline has come under scrutiny. At the same time, the idea that history is a branch of the humanities has been consistently undermined by its growth as a social science. Over the past thirty years or so, innovative work in sociology, economics, geography and many other disciplines has been brought to bear on the practice of history. The seemingly revolutionary developments in history over the past generation or so have been underpinned further by the systematic development of areas of historical inquiry which might once have seemed marginal: class and gender; ethnicity and race; culture and custom; immigrant or minority groups; women and children. Although factually-oriented political history has never gone away (not that it should do so), there has been a decided shift towards what Peter Burke calls 'new perspectives' in historical writing. Historians today are much more receptive to the theories of social science. The methodological implications of new discourses have also been considerable, with historians now looking well beyond the official government-type documents which fuelled most nineteenth-century scholarship.

The book *Studying History* offers students a route across the shifting and often confusing grounds of historical inquiry. The principal task is to present a clear overview of the most important of these changes and to note their impact upon scholarship; equally, however, apparent continuities must also be highlighted. The first part provides a broad-ranging introduction to the study of history. Here we examine the changing nature of historical inquiry, considering how each generation has produced different kinds of history. In so doing, we will see where the major approaches to historical inquiry which students encounter actually came from. The second part goes a step further by providing readers with a discussion of the sources and methodologies of historians, as well as an examination of the theories and concepts upon which have been founded the most recent innovations in historical discourse. The third part is much more concerned with the student's own practice of history. It is hoped that by making useful suggestions about reading, preparing papers, writing essays and working on longer research-based assignments, this part of the book will help aspiring historians to engage more clearly, confidently and effectively with their chosen discipline.

Before going on to discuss these issues, we begin with an assertion: that the nature of historical inquiry forces us to understand numerous problems of conception and approach, challenging the notion that history is simply a neutral discipline founded upon an immutable body of facts. It rejects the idea that historians can claim the same degree of objectivity which Victorian scholars saw as their hallmark.History, we shall see, is far from simple. The past is often contested ground, perceived differently by competing groups and ideologies.

6. This passage discusses:
   1) the uses of history.
   2) the advantages and disadvantages of learning history.
   3) the scope of history.
   4) the recent advances made in historiography.

7. According to the author, popular perception of the process of historical change:
   1) indicates that it is to be studied as epochs of continuous human progress.
   2) rests on the belief that each new era brings a more sophisticated sense of being.
   3) is that it can only be divided into eras on the basis of region, ruler and achievements in the said period.
   4) is not a continuum of progress but is to be examined in the light of the periods and epochs to which it belongs.

8. With which of the following statements would the author be most likely to agree?
   1) With the recent strides made in the field, Carr's work seems to have lost some of its cutting edge.
   2) There does not seem to be much debate on the question of what is history, after the publication of Carr's seminal work.
   3) The popular view of history seeks to problematize the subject by an intricate analysis of its inconsistencies.
   4) All of the above statements are false.

9. The author suggests that it would be:

   1) impossible to merely rely on facts when writing history.
   2) judicious to understand that history is more than just a fact file, for with fresh socio logical perspectives, it has acquired wider implications.
   3) absolutely imperative for a historian to be totally impartial while writing history.
   4) Both (1) and (2)

10. Which of the following statements best describes the book *Studying History*?

   1) It is an overview of different methodologies of interpreting history.
   2) It is a good amalgamation of practice and theory of history useful to the student of history.
   3) Since professional expertise among historians is quite narrow, this book does not go beyond the factual political history.
   4) This history book does not claim to be any different from the kind of histories compiled during the Victorian age.

11. This article could:

   1) have been written by a reviewer reviewing a book on new approaches to history.
   2) have been taken from an encyclopaedic entry on history.
   3) have been taken from the introductory chapter of a book on history.
   4) be written by a scholar of history in a historical journal.

PASSAGE III

It's a question as common as brown dogs: will alien life be carbon-based?

I'm asked this frequently, although I'm not sure why the public is so hung up on the elemental basis of extraterrestrial life. In my experience, folks seldom inquire whether the Krebs cycle could be prevalent on other worlds, or if adenosine triphosphate might underpin the energy production of active aliens. Probably the fascination with vital soot is just a consequence of carbon's high profile on *Star Trek*. The plot of this popular TV series gets viscous whenever the *Enterprise* detects 'carbon-based life forms' on some God-forsaken planet deep in the Galaxy's nether regions. If they're carbon-based, well, they must be like us (and possibly edible, too).

Hype aside, as most astrobiologists or any one of a thousand books will tell you, carbon-based life is not simply a provincial conceit. There's good reason why this element is the basis for life on Earth, and probably on most other worlds that shelter biology.

If you remember your high school chemistry, you'll recall that carbon has half of its outer electron shell filled. In other words, each carbon atom is able (and eager) to bond with up to four other electron-sharing atoms (most atoms prefer to have a filled outer shell of eight electrons). As a common example, a single carbon atom will eagerly take on four hydrogen atoms to make methane (CH4). And because carbon's outer shell is both half filled and half empty, it can handily hook up with other carbon atoms, creating the sort of elaborate molecular chains and rings that fuel companies love to pump.

Carbon, in other words, is adept at making complex structures. And complex structures are the bricks of life.

Are there other contenders? Is carbon really so special, or did it just get lucky here on Earth? If you have a periodic table handy, you'll note that the element situated under carbon is silicon, which also has four electrons in its outer shell. Ergo, silicon might also seem to be an obvious basis for life, a point that was first made at the end of the nineteenth century by the German astrophysicist, Julius Scheiner. The optimistic Scheiner was certain that other planets in our solar system (including roasty toasty Mercury) sported life.

But his sunny attitude was misplaced when it comes to silicon-based beings. Silicon may be carbon's chemical cousin, but it's a poor relation. Because the silicon atom is larger, its bonds with other elements are weaker. While carbon hooks up with two oxygen atoms to make carbon dioxide, a nice waste product for both humans and SUV's, the silicon equivalent, silicon dioxide, quickly assembles itself into a crystalline lattice. It's better known as sand, and would make exhaling a gritty experience. The weaker bonds of silicon also preclude the easy formation of those long, same-atom molecular chains that underlie many biological compounds. A slew of complex carbon-based molecules are easily produced in comets, interstellar dust, and university glassware. But if you check out nature's chemistry lab for silicon (consider volcanic lava), the products are far less interesting.

If that's not enough to dissuade you from silicon, consider this: there's just a lot more carbon around. Cooked up in the searing interiors of stars, the cosmic abundance of carbon is more than ten times that of silicon. And by the way, if silicon is a distant second in the biology sweepstakes, the elements under it in the periodic table – germanium, tin and lead – are worse. They're less abundant, and less inclined to make biologically interesting compounds. The sole known example of tin-based life occurred in The Wizard of Oz, and it suffered from lack of lubricant.

Of course, one must always beware of hubris in speculating on the properties of extraterrestrial life. Earth is just one planet among many billions in our galaxy. Life, after all, is about organization, function and accurate reproduction. At its heart is information processing, and there may be other ways to accomplish this beyond mundane chemistry – based, as it is, on the social behaviour of electrons.

But when the *Enterprise* boldly goes in search of life among the stars, there's good reason its scanners perk up at any sign of carbon-based chemistry. It's more than likely that overweight aliens will be watching their carbs... and not their sils.

12. What is the author's tone in this passage?

1) Tongue-in-cheek
2) Sarcastic
3) Factual though humorous
4) Factual but somewhat patronizing

13. What is the author's attitude towards the possibility of non-carbon-based life on other worlds?

1) Though he believes that carbon-based life is far more likely, he advocates keeping an open mind.
2) He thinks that silicon-based life, at least, is impossible, as can be seen in his scoffing attitude towards Julius Scheiner and his theories.
3) He rules out the possibility of extraterrestrial life being anything but carbon-based.
4) He feels that the question is irrelevant to our understanding of alien life and that the public should be pondering more pertinent questions.

14. What can you infer from the sentence: 'Silicon may be carbon's chemical cousin, but it's a poor relation'?

1) Silicon and carbon are only distantly related, chemically speaking, therefore they are only slightly similar.
2) Silicon may seem similar to carbon on the basis of its position on the periodic table, but it is not as chemically versatile.
3) Silicon's similarity to carbon is only superficial, as the two elements are not at all chemically similar.
4) Though silicon has similar chemical properties as carbon, it is far less abundant.

15. Which of the following is the most appropriate title for this passage?

1) Carbon or Silicon? – The Ultimate Question
2) Alien Biochemistry
3) Carbon-Based vs. Non-Carbon-Based Bio-chemistry
4) Watch your Carbs ... or Sils!

16. What does the author mean when he says the plot of *Star Trek* becomes 'viscous' when carbon-based life forms are detected?

1) The plot becomes less scientific.
2) The plot becomes highly scientific.
3) The plot becomes more interesting or complicated.
4) The plot becomes more ridiculous or far-fetched.

PASSAGE IV

Back in the 1980s, when schools began investing heavily in computers, there was much enthusiasm about the apparent advantages of digital documents over paper ones. Many educators were convinced that introducing hyperlinks into text displayed on monitors would be a boon to learning. Hypertext would strengthen critical thinking, the argument went, by enabling students to switch easily between different viewpoints. Freed from the lockstep reading demanded by printed pages, readers would make all sorts of new intellectual connections between diverse works. The hyperlink would be a technology of liberation.

By the end of the decade, the enthusiasm was turning into scepticism. Research was painting a fuller, very different picture of the cognitive effects of hypertext. Navigating linked documents, it turned out, entails a lot of mental calisthenics—evaluating hyperlinks, deciding whether to click, adjusting to different formats—that are extraneous to the process of reading. Because it disrupts concentration, such activity weakens comprehension.

Even though the World Wide Web has made hypertext ubiquitous and presumably less startling and unfamiliar, the cognitive problems remain. Research continues to show that people who read linear text comprehend more, remember more, and learn more than those who read text peppered with links. In a 2001 study, two scholars in Canada asked 70 people to read *The Demon Lover*, a short story by Elizabeth Bowen. One group read it in a traditional linear-text format; they'd read a passage and click the word 'next' to move ahead. A second group read a version in which they had to click on highlighted words in the text to move ahead. It took the hypertext readers longer to read the document, and they were seven times more likely to say they found it confusing. Another researcher, Erping Zhu, had people read a passage of digital prose but varied the number of links appearing in it. She then gave the readers a multiple-choice quiz and had them write a summary of what they had read. She found that comprehension declined as the number of links increased—whether or not people clicked on them. After all, whenever a link appears, your brain has to at least make the choice not to click, which itself is distracting.

The depth of our intelligence hinges on our ability to transfer information from working memory, the scratch pad of consciousness, to long-term memory, the mind's filing system. When facts and experiences enter our long-term memory, we are able to weave them into the complex ideas that give richness to our thought. But the passage from working memory to long-term memory also forms a bottleneck in our brain. Whereas long-term memory has an almost unlimited capacity, working memory can hold only a relatively small amount of information at a time. And that short-term storage is fragile: a break in our attention can sweep its contents from our mind.

Imagine filling a bathtub with a thimble; that's the challenge involved in moving information from working memory into long-term memory. When we read a book, the information faucet provides a steady drip, which we can control by varying the pace of our reading. Through our single-minded concentration on the text, we can transfer much of the information, thimbleful by thimbleful, into long-term memory and forge the rich associations essential to the creation of knowledge and wisdom. On the Net, we face many information faucets, all going full blast. Our little thimble overflows as we rush from tap to tap. We transfer only a small jumble of drops from different faucets, not a continuous, coherent stream.

Psychologists refer to the information flowing into our working memory as our cognitive load. When the load exceeds our mind's ability to process and store it, we're unable to retain the information or draw connections with other memories. We can't translate the new material into conceptual knowledge. Our ability to learn suffers, and our understanding remains weak. That's why the extensive brain activity discovered in Web searchers may be more a cause for concern than for celebration. It points to cognitive overload.

17. Which of the following is the primary purpose of the author?

1) To outline the pros and cons of using digital texts in schools.
2) To demonstrate how hyperlinks negatively impact our cognitive abilities.
3) To argue for a return to using traditional media such as textbooks to promote better learning.
4) To furnish the results of recent studies conducted on the effects of the Internet on cognition.

18. Which of the following best captures the main idea of the passage?

1) Schools should start using digital texts without hyperlinks, so that learners do not end up reading aimlessly and forgetting what they have learnt.
2) Studies have shown that learning using digital texts and the Internet leads to aimless reading and poor comprehension; schools should thus move back to using books as the primary medium of instruction.
3) Contrary to the popular belief of earlier decades, studies have shown that instead of fostering critical thinking, the Internet promotes cursory reading and superficial learning, by causing a cognitive overload.
4) With studies proving the negative impact of the Internet on cognition, we should look at ways of devising alternate methods of teaching that combine both traditional and digital texts.

19. Which of the following is a suitable title to the passage?

1) The Web Shatters Focus
2) Our Brains in a Web
3) Dealing with Information Overload
4) Cognitive Overload and Learning

20. Which of the following best captures the tone of the author?

1) Biased
2) Critical
3) Concerned
4) Detached

21. Which type of passage is this?

1) Descriptive
2) Narrative
3) Argumentative
4) Analytical

22. Which of the following could be a possible source from where the passage has been taken?

1) A non-fiction book
2) A magazine
3) A news website
4) All of the above

23. According to the passage which of the following are reasons why reading a text with hyperlinks leads to lower retention?

I. Hyperlinks cause a break in attention while reading, which leads to the contents of short-term memory, where information is temporarily stored, being erased.

II. Readers end up reading a lot more than the actual text causing an information overload that hinders retention.

III. Hyperlinks tend to contain a lot of information that may or may not be consistent with the content of the actual text, making the reader unable to precisely retain the text.

1) Both I and II
2) Both II and III
3) Both I and III
4) I, II and III

24. Which of the following is the reason why the author cites the study by Erping Zhu, in addition to the study conducted by researchers in Canada using *The Demon Lover*?

1) To validate the findings of the latter study that the presence of hyperlinks in a text leads to poor comprehension when compared to texts without hyperlinks.
2) To demonstrate that not only clicking on hyperlinks but also just the sheer presence of hyperlinks directly affects comprehension.
3) To show that different studies have come to the same conclusion about the relationship between hyperlinks and comprehension.
4) To demonstrate that the findings of the first study using *The Demon Lover* were replicated even when the text used was changed.

PRACTICE EXERCISE-5

Directions: *Read the passages carefully and answer he questions that follow.*

PASSAGE I

One of the more embarrassing and self-indulgent challenges of our time is how we can relearn to concentrate. The past decade has seen an unparalleled assault on our capacity to fix our minds steadily on anything. To sit still and think, without succumbing to an anxious reach for a machine, has become almost impossible.

The obsession with current events is relentless. We are made to feel that at any point, somewhere in the globe, something may occur to sweep away old certainties, something that, if we failed to learn about it instantaneously, could leave us wholly unable to comprehend ourselves or our fellows.

We are continuously challenged to discover new works of culture – and in the process don't allow any one of them to assume a weight in our minds. We leave an auditorium vowing to reconsider our lives in the light of a film's values. Yet, by the following evening, our experience is well on the way to dissolution – just like so much of what once impressed us and which we then came to discard: the ruins of Ephesus, the view from Mount Sinai, the feelings after finishing Tolstoy's *Death of Ivan Ilyich*.

A student following a degree in the humanities can expect to run through a thousand books before graduation day. A wealthy family in England in 1250 might have had three books in its possession: a Bible, a collection of prayers and a life of the saints – this modestly sized library nevertheless costing as much as a cottage. The painstaking craftsmanship behind a pre-Gutenberg Bible was evidence of a society that could not afford to make room for an unlimited range of works but also welcomed restriction as the basis for a proper engagement with a set of ideas.

The need to diet, which we know so well in relation to food, and which runs so contrary to our natural impulse, is something we now have to relearn in relation to knowledge, people and ideas. We require periods of fast in the life of our minds no less than in that of our bodies.

1. Which of the following is/are implied in the passage?

   I. Nowadays, we feel that events anywhere in the world could affect us personally.
   II. The ruins of Ephesus, the view from Mount Sinai and Tolstoy's *Death of Ivan Ilyich* are things that made a great impression on people.
   III. Our inability to fix our attention only on a single thing is not natural but a recent phenomenon driven solely by external forces.

   1) Both I and II 2) Both II and III 3) Both I and III 4) I, II and III

2. Which of the following are suggested in the passage as things which hamper our ability to fix our minds steadily on one thing?

I. Machines II. News and information updates III. Gutenberg

1) Both I and II 2) Both II and III 3) Both I and III 4) I, II and III

3. If you were to interview the author, what follow-up question would you ask him?

1) Why are people in our time obsessed with current events?
2) How did owning very few books help people in the past?
3) Why do our minds need to fast?
4) How should we undertake a 'fast of the mind'?

PASSAGE II

Works of art are generally ornamental or in some way ornamented. All the words that mean ornament originally meant equipment; just as furnishing originally meant tables and chairs for use and not an interior decoration designed to keep up with the Joneses or to display our connoisseurship. We must not think of ornament as something added to an object, which might have been ugly without it. The beauty of anything unadorned is not increased by ornament but made more effective by it. Ornament is characterization; ornaments are attributes.

We are often told, and not quite incorrectly, that primitive ornament had a magical value; it would be truer to say a metaphysical value, since it is generally by means of what we now call its decoration that a thing is ritually transformed and made to function spiritually as well as physically. The use of solar symbols in harness, for example, makes the steed the Sun in a likeness; solar patterns are appropriate to buttons because the Sun himself is the primordial fastening to which all things are attached by the thread of the Spirit; the egg and dart pattern was originally what it still is in India, a lotus petal moulding symbolic of a solid foundation. It is only when the symbolic values of ornament have been lost, that decoration becomes a sophistry, irresponsible to the content of the work.

4. Based on the passage, which of the following does the phrase, 'keep up with the Joneses' imply?

1) To match one's lifestyle with that of one's peers
2) To ensure that one does not follow old styles or fashions
3) To ensure that one has the sophistication of the elite
4) To make one's lifestyle commensurate with one's salary

5. The author gives the examples of the solar symbols for harness and the egg and the dart pattern in order to:

1) illustrate how the form of a true ornament is linked to its symbolic meaning.
2) demonstrate the superiority of traditional ornaments over contemporary ones.
3) present a case for the return to using elements of nature for ornamental design.
4) explain the significance of natural elements in traditional ornamentation.

6. Based on the passage, it can be inferred that the author believes that a true ornament is:
   1) solely beautiful without having any utility.
   2) solely utilitarian with no beauty.
   3) beautiful and useful at the same time, with each quality being logically imparted separately and objectively unified.
   4) beautiful and utilitarian, where beauty emerges in the direct or symbolic context of utility.

PASSAGE III

History is not often thought of as a science, but it can be if it uses the 'comparative method'. A timely study comparing Haiti with the Dominican Republic employs the method effectively to demonstrate that although both countries inhabit the same island, Hispaniola, because of geopolitical differences one ended up dirt poor while the other flourished.

Christopher Columbus's brother Bartolomeo colonized Hispaniola in 1496 for Spain, establishing the capital at Santo Domingo on the eastern side of the island. Two centuries later, during tensions between France and Spain, the Treaty of Ryswick in 1697 granted France dominion over the western half of the island. Because France was richer than Spain at this time and slavery was an integral part of its economy, it turned western Hispaniola into a centre of slave trade with staggering differences in population: about 500,000 slaves in the western side of the island as compared with only 15,000 to 30,000 slaves in the eastern side.

That difference in population pressures, along with France's hunger to import more timber from Haiti, magnified the influence of geographic factors. Weather fronts for Hispaniola come from the east and dump rain on the Dominican side of the island, leaving the Haitian side naturally drier and with less fertile soils for agricultural productivity. Haiti's need for farmland and timber rapidly deforested the already sparse trees on its side of the island, with disastrous consequences: soil erosion, loss of timber for building and of wood for charcoal fuel, heavier sediment loads in rivers and decreased watershed protection that reduced the potential for hydroelectric power. This negative feedback cycle of environmental degradation for Haiti set it up for squalor.

When both the Haitians and Dominicans gained their independence in the 19th century, we see other comparative differences. Haitian slave revolts were violent, and Napoleon's draconian intervention for restoring order resulted in the Haitians distrusting Europeans and eschewing future trade and investments, imports and exports, immigration and emigration. Haitian slaves had also developed their own Creole language spoken by no one else in the world, which further isolated Haiti from cultural and economic exchanges. Collectively, those barriers meant that Haiti did not benefit from factors that typically build capital, wealth and affluence and that might have led to prosperity under independence. In contrast, Dominican independence was relatively nonviolent; the country shuttled back and forth for decades between independence and control by Spain, which in 1865 decided that it no longer wanted the territory. Throughout this period the Dominicans spoke Spanish, developed exports, traded with European countries, and attracted European investors, as well as a diverse émigré population of Germans, Italians, Lebanese and Austrians, who helped to build a vibrant economy.

Finally, even when both countries succumbed to the power of evil dictators in the mid-20th century, Rafael Trujillo's control of the Dominican Republic involved considerable economic growth because of his desire to enrich himself personally, but his policies led to a strong export industry and imported scientists and foresters to help preserve the forests for his profiteering timber holdings. Meanwhile Haiti's dictator François 'Papa Doc' Duvalier did none of this and instead further isolated the Haitians from the rest of the world.

Many other factors are involved in the long history of this island but the comparative method consists of comparing—preferably quantitatively and aided by statistical analyses—different systems that are similar in many respects but that differ with respect to the factors whose influence one wishes to study.

At the heart of all science is the isolation of a handful of powerful factors that account for the majority of the variance in what is being measured. Employing the comparative method with such natural experiments of history is no different from what sociologists and economists do in comparing natural experiments of society today. So it is time for scientists to respect history as a science and for historians to test their historical hypotheses by the comparative method and other techniques.

7. Which of the following is the primary purpose of the passage?

1) To trace the reasons behind the unequal development of Haiti and the Dominican Republic, despite the fact that they are two parts of the same island.
2) To argue that history can be considered a science and historical hypotheses should be tested scientifically.
3) To illustrate using the example of the comparative method that history can be treated as a science and its hypotheses can be tested.
4) To illustrate using the example of Haiti and the Dominican Republic that two countries which are similar in many respects can have diametrically opposing levels of prosperity.

8. Based on the passage, which of the following can be inferred to be a crucial component for increasing the economic prosperity of a country?

I. Economic and cultural exchange with other countries
II. A language that is understood by people of other countries
III. A democratic form of government as opposed to dictatorships

1) Both I and II 2) Both II and III 3) Both I and III 4) I, II and III

9. Which of the following is implied as a pre-requisite for a particular discipline to be considered a science?

1) The methods of the discipline should be able to clearly isolate the effect of particular variables on what is being measured.
2) The methods of the discipline should be applicable to other disciplines as well.
3) The discipline should not only use the comparative method but also be backed by quantitative and statistical analysis.
4) The discipline should be able to evolve methods that can be validated with quantitative and statistical analysis.

PASSAGE IV

Big new ideas more often result from recycling and combining old ideas than from eureka moments. The printing press is a classic combinatorial innovation. Each of its key elements—the movable type, the ink, the paper and the press itself—had been developed separately well before Johannes Gutenberg printed his first Bible in the 15th century. Movable type, for instance, had been independently conceived by a Chinese blacksmith named Pi Sheng four centuries earlier. The press itself was adapted from a screw press that was being used in Germany for the mass production of wine. The scientist Stuart Kauffman has a suggestive name for the set of all those first-order combinations: 'the adjacent possible'. The adjacent possible is a kind of shadow future, hovering on the edges of the present state of things, a map of all the ways in which the present can reinvent itself.

The premise that innovation prospers when ideas can serendipitously connect and recombine with other ideas may seem logical enough, but the strange fact is that a great deal of the past two centuries of legal and folk wisdom about innovation has pursued the exact opposite argument, building walls between ideas. Ironically, those walls have been erected with the explicit aim of encouraging innovation. They go by many names: intellectual property, trade secrets, proprietary technology, top-secret R&D labs. But they share a founding assumption: that in the long run, innovation will increase if you put restrictions on the spread of new ideas, because those restrictions will allow the creators to collect large financial rewards from their inventions. And those rewards will then attract other innovators to follow in their path.

The problem with these closed environments is that they make it more difficult to explore the adjacent possible, because they reduce the overall network of minds that can potentially engage with a problem, and they reduce the unplanned collisions between ideas originating in different fields. This is why a growing number of large organizations—businesses, non-profits, schools, government agencies—have begun experimenting with more open models of idea exchange. Organizations like IBM and Procter & Gamble, who have a long history of profiting from patented, closed-door innovations, have embraced open innovation platforms over the past decade, sharing their leading-edge research with universities, partners, suppliers and customers. Modelled on the success of services like Twitter and Flickr, new Web startups now routinely make their software accessible to programmers who are not on their payroll, allowing these outsiders to expand on and remix the core product in surprising new ways. The trick to having good ideas is not to sit around in glorious isolation and try to think big thoughts. The trick is to get more parts on the table.

10. Which of the following statements can be inferred from the passage?

I. Companies need to innovate to survive.
II. The more the diversity of ideas that are brought to the table, the more the chances of innovation.
II. Innovation behind closed walls has started reaching its saturation point.

1) Both I and II 2) Both II and III 3) Both I and III 4) I, II and III

11. Once walls between ideas are demolished, innovation occurs:

1) through lucky accidents. 2) by regression.
3) exponentially. 4) through assimilation.

12. Which of the following best describes transition from the old ways of fostering innovation (outlined in the second paragraph) to the new ways (mentioned in the third paragraph)?

I. A shift from the development of ideas in isolation to the development of ideas in collaboration

II. A shift from providing an incentive to innovate to creating the conditions for innovation

III. A shift from innovation being driven by insiders to it being driven by outsiders

1) Only I 2) Only II 3) Only III 4) I, II and III

PASSAGE V

We are truly living in one of those epiphanic moments of global history which will define much of our inter-connected lives for some time in the future. Benumbed by a massive propaganda war of more than a decade, it was entirely unexpected that the Arab nation states would explode so suddenly in a revolutionary upsurge for democracy. Ever since the terror attacks on United States' cities on 11 September 2001, there has been such a **harangue** about the threat of Islam and of Muslims overrunning the world that no one ever expected the clarion call for democracy to come from the Arab street. US President Barack Obama, the US foreign policy establishment, and even the most optimist left wing radical have all been 'behind the curve' of developments in Tunisia and Egypt and the spreading prairie fire in Jordan, Yemen, Syria and other countries of west Asia and North Africa.

It is now clear that decades of policies by these regimes to depoliticise their citizens have been a failure. It is equally clear that the objective conditions for such a mass upsurge were ripe, but none could perceive it behind the smokescreen of verbiage about Islamic fundamentalism. These revolts are also illustrative of the radical and disruptive political power of new communication technologies, which have achieved in some measure what decades of traditional political work could not. While these spontaneous revolts seem powerful enough to snatch power from their despots, that power now 'lies scattered on the streets', and, as yet, no political force appears strong or ready enough to seize the initiative and carry forward the democratic agenda. It is still possible that popular pressure will ensure the success of democratic transitions in these societies, yet it is equally possible that power will be captured by some Bonaparte who will promise to defend the people's liberty, equality and fraternity while scheming to subvert the republic and rejoin the old cabals of geostrategic power. It is here that global solidarities of people will provide strength to these revolutions of democracy, help defend them from usurpers as well as provide channels for their spread to other continents and countries.

13. Which of the following is the primary purpose of the passage?

1) To praise and celebrate the onset of the Arab revolution for democracy.
2) To analyse the importance and implications of the revolutionary developments in Tunisia and Egypt.
3) To argue that the success of the revolutionary developments in Arab world hinges on support from the rest of the world.
4) To show that no one anticipated that the Arab nations would rise up and call for democracy.

14. Which of the following best describes the tone of the author in the first paragraph?

1) Cheerful 2) Excited 3) Curious 4) Incredulous

15. Which of the following statements would the author agree with?

1) The Arab nations have been planning revolutions for decades.
2) The US left wing radicals were the only ones who correctly predicted the Arab revolutions.
3) It is unlikely that the revolting Arab nations will be able to maintain their tentative hold on democracy.
4) The Arab revolutions are at least partly made possible by new communication technologies.

16. Which of the following is closest in meaning to the word 'harangue', as it is used in the passage?

1) Qualm 2) Squabble 3) Tirade 4) Trepidation

PASSAGE VI

The roots of the notion of determinism surely lie in a very common philosophical idea: the idea that everything can, in principle, be explained, or that everything that is, has a sufficient reason for being and being as it is, and not otherwise. In other words, the roots of determinism lie in what Leibniz named the Principle of Sufficient Reason. But since precise physical theories began to be formulated with apparently deterministic character, the notion has become separable from these roots. Philosophers of science are frequently interested in the determinism or indeterminism of various theories, without necessarily starting from a view about Leibniz's Principle.

Since the first clear articulations of the concept, there has been a tendency among philosophers to believe in the truth of some sort of determinist doctrine. There has also been a tendency, however, to confuse determinism proper with two related notions: predictability and fate.

Fatalism is easily disentangled from determinism, to the extent that one can disentangle mystical forces and gods' wills and foreknowledge (about specific matters) from the notion of natural/causal law. Not every metaphysical picture makes this disentanglement possible, of course. As a general matter, we can imagine that certain things are fated to happen, without this being the result of deterministic natural laws alone; and we can imagine the world being governed by deterministic laws, without anything at all being fated to occur (perhaps because there are no gods, nor mystical forces deserving the titles fate or destiny, and in particular no intentional determination of the 'initial conditions' of the world). In a looser sense, however, it is true that under the assumption of determinism, one might say that given the way things have gone in the past, all future events that will in fact happen are already destined to occur.

Prediction and determinism are also easy to disentangle, barring certain strong theological commitments. As the following famous expression of determinism by Laplace shows, however, the two are also easy to commingle:

We ought to regard the present state of the universe as the effect of its antecedent state and as the cause of the state that is to follow. An intelligence knowing all the forces acting in nature at a given instant, as well as the momentary positions of all things in the universe, would be able to comprehend in one single formula the motions of the largest bodies as well as the lightest atoms in the world, provided that its intellect were sufficiently powerful to subject all data to analysis; to it nothing would be uncertain, the future as well as the past would be present to its eyes. The perfection that the human mind has been able to give to astronomy affords but a feeble outline of such an intelligence.

17. Which of the following is the primary purpose of the passage?
    1) To elaborate on the changes in the definition of determinism over the years.
    2) To show how determinism differs from the concepts of predictability and fate.
    3) To explain how Leibniz's concept of determinism differed from that of Laplace's.
    4) To demonstrate the similarities among determinism, predictability and fate.

18. According to Laplace:
    1) a powerful enough intelligence could, in theory, predict the future accurately.
    2) even the most powerful intelligence could not predict the future accurately.
    3) human beings can predict astronomical events accurately, but will never be able to do more.
    4) once human beings evolve sufficient intelligence, they will be able to predict everything the way they can currently predict astronomical events.

19. Which of the following is true as per the passage?
    1) It is possible to believe in fate without believing in determinism, and vice-versa.
    2) It is possible to believe in predictability without believing in determinism, and vice-versa.
    3) It is possible to believe in fate without believing in predictability, and vice-versa.
    4) None of the above.

20. Which of the following is true about Leibniz's Principle of Sufficient Reason?
    1) It posits that everything can be predicted, provided we have enough data.
    2) It originally provided the basis for the concept of determinism.
    3) Modern philosophers of science reject it, as they consider it insufficient for explaining determinism.
    4) Both (2) and (3)

VA-2.2 | MUST-KNOW WORDS PART I

THEORY

Introduction to Vocabulary

It's only when you realize the value of something and the beauty of possessing it – be it a beautiful dress or the latest mobile phone – that you intensely desire it and work towards acquiring it. Another situation in which you work sincerely and devotedly to acquire something is when you realize the great danger of not possessing it – let's say money itself.

It's the same thing with words or Vocabulary. As long as you think of Vocabulary as a mere collection of words you are bored by them – you are not motivated to make them your own.

So, in this introduction to Vocabulary, the first point that I want to highlight to you is this: words have immense value in our lives and the most exquisite beauty in themselves. And the second point is that there may be great danger in not possessing enough words. Still not convinced? That's because you still see them as mere 'words.' But when you realize that, Vocabulary=Communication Skills, you perhaps realize the beauty of possessing them, or become aware of the dangers of not possessing enough words! The number of words that you have with you is the limits of your communication skills and vice versa – that your communication skills are limited by the words you know!

We will now see why a good or great Vocabulary is important in our lives:

1. Helps you score high in entrance exams

You are now a student – in Arts, Science, Commerce, or other niche areas like finance or management. However, no matter what you are studying now, entrance exams are a norm for higher education. Vocabulary is one of the skills tested in all such exams whether it is GRE/GMAT/CAT/CET/NMAT or SNAP. This is because institutes of higher education realize the importance of communication skills when you are pursuing higher studies, and want to test how well you can communicate with different people and in different situations. A good vocabulary is necessary to not just crack the entrance exams but also to score well in sections like reading comprehension and in essays.

Vocabulary = Communication Skills
Communication Skills = Vocabulary

Also, most foreign universities require a statement of purpose in which the applicant has to explain the reasons for applying to a particular course in the university. Your SOP will justify your candidature to the panel. Lack of vocabulary and language skills work against you and may leave you confused. You are forced to rush to the experts and sometimes pay exorbitantly to someone else to write about yourself!

Also, it is well known that a good vocabulary is essential for you to succeed as a professional. If language skills are weak, it results in delayed promotions, and worse still, not being appreciated on the job.

You ought to start working on your vocabulary now!

2. To comprehend what you read

No matter what your profession is, you will be required to process volumes of text in your professional and personal life. How quickly you can read and assimilate information will depend largely on your Vocabulary and language skills.

3. To generally articulate well

Have you ever wondered how much information you are able to convey to another in various situations? And how well? How precisely? Or the lack of sufficient words forces you to stick to a few words and live that way? That leaves you with a low Emotional Quotient and a suppressed human being! For most of us, something is 'good', 'very good' or 'very very good', or at the most awesome, (these days everything is awesome) but never, magnificent, exceptional, marvellous, matchless, supreme, splendid, admirable, and so on... Though we know these words we are not comfortable enough to articulate and communicate! The result is that we live a life of suppression – true feelings are not expressed!

4. To be able to write well

A large store of words in your Vocabulary helps you write better. As a student, you will be better equipped to write your assignments, exam essays and admission SOPs. Emails with the right words can help you communicate more effectively. No matter what your profession is, you may need to communicate your knowledge and experiences through writing.

5. To persuade others

Personal life or professional, it's the power of your words that will help you persuade and get things done your way. The art of persuasion is to be able to present your argument clearly and logically. And this becomes easier when you are able to express yourself better and present your ideas eloquently. Remember a word in a wordlist appears to have no significance there! But that can be the extra mark that you score in GD later, or the applause you get in board meetings.

6. To increase the level of confidence

Communication skills are one of the core skills to succeed in personal and professional life. When you are sure of your ability to express yourself clearly and precisely, you are confident and that defines your personality. You are comfortable presenting your viewpoints or your objections!

CLASS EXERCISE

Wordlist

Direction: *Given below is a list of Must-Know Words. Spend about half an hour to learn these words and their meanings. The example sentences will help you understand their usage in context. Pay attention to their spelling and pronunciation also; vocabulary items are learnt best when you have first mastered their spelling and pronunciation.*
The word list is followed by several exercises meant to help reinforce your learning. Do each of the exercises carefully. Vocabulary exercises are fun if you enjoy intellectual activities. So, apply your mind while mastering the 100 must-know words.

Following is the first part (1 to 51) of the list. Next session in Vocabulary will continue this list.

PART ONE:

1. **Aberration** (n.) something that differs from the norm
   She is normally calm and level headed, so this outburst is an *aberration*.

2. **Abhor** (v.) to hate or detest
   Are there any foods that you *abhor*?

3. **Acquiesce** (v.) to agree without protesting
   Mia liked to vacation in the hills, but she *acquiesced* when her husband suggested the beach.

4. **Alacrity** (n.) eagerness; speed
   She was eager to show me her new dress, so she accepted my invitation with *alacrity*.

5. **Amiable** (adj.) friendly
   She had an *amiable* personality, always ready with a kind word and a smile.

6. **Appease** (v.) to calm or satisfy
   When Jerry cries, his mother gives him chocolate to *appease* him.

7. **Arcane** (adj.) obscure; secretive; known only by a few
   (a) Masonic rituals are an example of *arcane* rituals.
   (b) The language of medical journals is almost always an agony of *arcane* jargon and clunky grammar.

8. **Avarice** (n.) excessive greed
   The corporate world is plagued by *avarice* and a thirst for power.

9. **Brazen** (adj.) excessively bold, brash, clear and obvious

   Neither Russia nor China has qualms about selling weapons to even *brazen* human-rights violators.

10. **Brusque** (adj.) short, abrupt or dismissive

    Simon's *brusque* manner sometimes offends his colleagues.

11. **Cajole** (v.) to urge or coax

    When the players reached their breaking point, the coach *cajoled* them back to practice.

12. **Callous** (adj.) harsh, cold and unfeeling

    The murderer's *callous* lack of remorse shocked the jury.

13. **Candor** (n.) honesty, frankness

    He was attracted to her because of the obvious *candor* in her character.

14. **Chide** (v.) to voice disapproval or scold

    Mom always *chided* me for making a fuss about food.

15. **Circumspect** (adj.) cautious

    The opposition leaders were *circumspect* when asked about how they would vote on the government plan.

16. **Clandestine** (adj.) secret

    (a) All through her graduation, she was in a *clandestine* love-affair.

    (b) Thousands of Kashmiris are missing, their bodies presumed to be in *clandestine* graves.

17. **Coerce** (v.) to make somebody do something by force or threat

    The court declared the contract void as she was *coerced* into signing it.

18. **Coherent** (adj.) logically consistent; intelligible

    A few questions on the exam involved arranging sentences into a *coherent* paragraph.

19. **Complacency** (n.) self-satisfied ignorance of danger

    Occasional low scores in the practice tests, he said, allowed him to avoid *complacency*.

20. Confidant (n.) a person entrusted with secrets
He is a trusted *confidant* of the Prime Minister.

21. Connive (v.) to plot or scheme
The dealers *connived* with customs officials to bring in narcotics.

22. Cumulative (adj.) increasing; building upon itself
Tetris, the highest selling video game, has reached *cumulative* sales of 170 million copies to date.

23. Debase (v.) to lower the quality or esteem of something
He has *debased* himself by lying to his family members.

24. Decry (v.) to criticize openly
The editorial *decried* the opacity in the funding of political parties.

25. Deferential (adj.) show respect for another's authority
In our country, the young are generally *deferential* to their elders.

26. Demure (adj.) quiet; modest; reserved
Her *demure* appearance was a dramatic contrast to the power that she wielded.

27. Deride (v.) to laugh at mockingly; scorn
The students often *derided* the teacher's heavily accented English.

28. Despot (n.) one who has total power, and rules brutally
The *despot* issued a death sentence for anyone who disobeyed his laws.

29. Didactic (adj.) designed or intended to teach
Stephen Kohari is much *esteemed* as a melancholic and *didactic* poet.

30. Diligent (adj.) showing care in doing one's work
The *diligent* researcher made sure to double-check her measurements.

31. Elated (adj.) overjoyed; thrilled
He was *elated* when he found out that he had topped the test.

32. Eloquent (adj.) expressive; articulate; moving

From his youth he was a great reader and later became an *eloquent* speaker.

33. Embezzle (v.) to steal money by falsifying records

The accountant was fired for *embezzling* the company's funds.

34. Empathy (n.) sensitivity to another's feelings as if they were one's own

It is important to be a good listener, and show *empathy* with others.

35. Epitome (n) a typical or ideal example or embodiment

Mumbai city with its most diverse cultures is the *epitome* of cosmopolitan living.

36. Erudite (adj.) learned

(a) The *erudite* article was a great resource for learning about the difficult topic.

(b) My teacher is an *erudite* scholar who has written many books.

37. Extol (v.) to praise, revere

Kamala *extolled* the virtues of a vegetarian diet to her friends.

38. Fabricate (v.) to make up or invent

Because I arrived an hour late to class, I *fabricated* some excuse about my car breaking down.

39. Feral (adj.) wild; savage

The uncontacted tribes on the island led a *feral* existence.

40. Flabbergasted (adj.) astounded

Readers of Agatha Christie are always *flabbergasted* when they learn the identity of the murderer.

41. Forsake (v.) to give up; renounce

I won't *forsake* my conservative principles.

42. Fractious (adj.) troublesome or irritable

A group of *fractious* teenagers constantly spoiled the peace of the neighborhood.

43. Furtive (adj.) secretive; sly

Many try to hide their surprise, but their *furtive* glances say it all.

44. Glib (adj.) fluent and easy, often in an insincere or deceptive way
The salesman was a very *glib* talker.

45. Gratuitous (adj.) uncalled for; unwarranted
The movie was criticized for *gratuitous* violence.

46. Haughty (adj.) disdainfully proud
The superstar's *haughty* disposition offended all his co-artists.

47. Hubris (n.) exaggerated pride or self-confidence
Hubris leads to the downfall of many celebrities and politicians.

48. Impeccable (adj.) exemplary; flawless
He had *impeccable* credentials for the job of heading the organization.

49. Impertinent (adj.) rude; insolent
The mother scolded the *impertinent* child for talking rudely.

50. Implacable (adj.) incapable of being appeased or mitigated
The autocrat was roused to *implacable* anger by anyone who dared to speak against him.

51. Impudent (adj.) casually rude; insolent; impertinent
The *impudent* young man told his teacher that she was stupid.

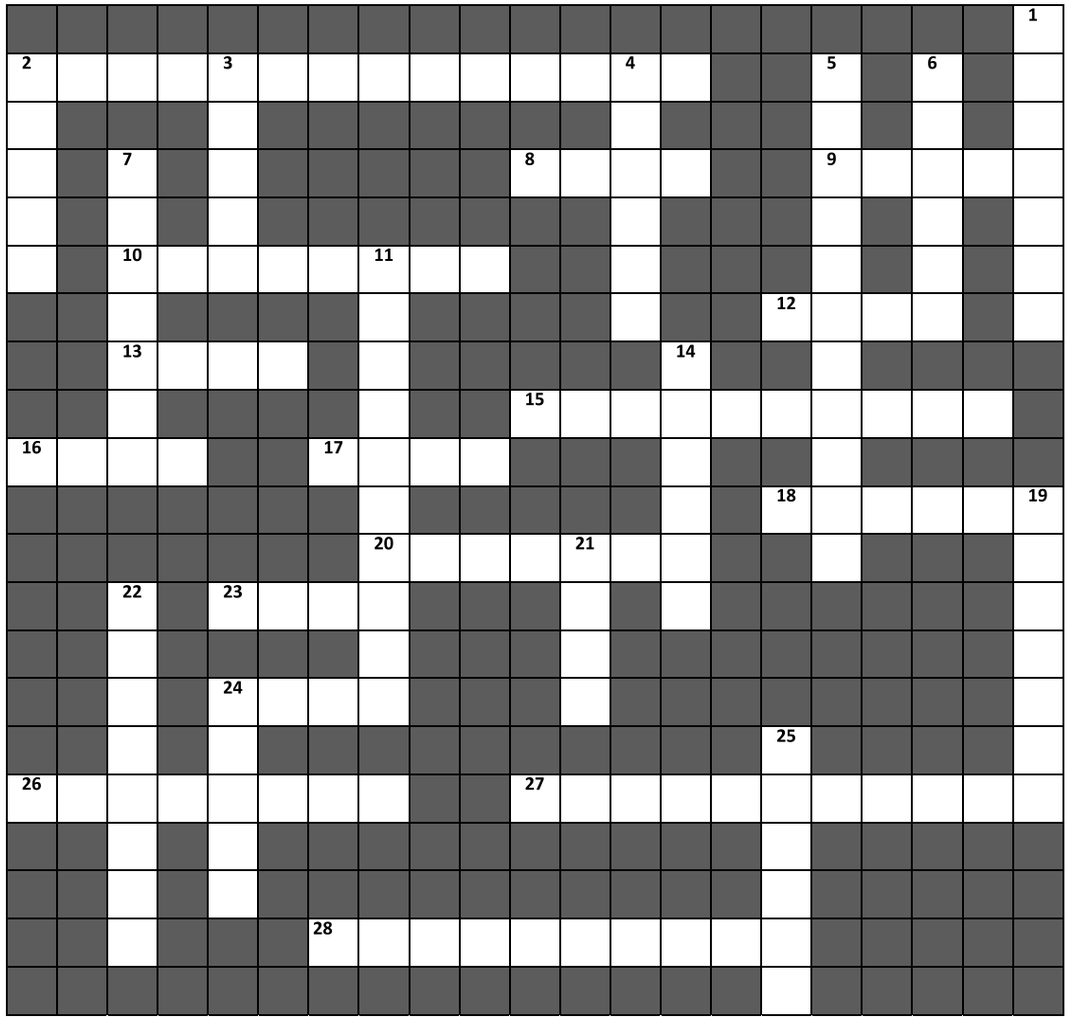
Directions: *The crossword has 30 words. 20 words from the wordlist and 10 other common words make up these thirty words. Most of the clues are based on anagrams and can be answered by solving these anagrams [E.g. In the clue, 'when one gets bare ration as deviation', 'bare ration' is the anagram and 'deviation' is the meaning of the word, aberration]. Other clues are more direct.*

Across

2. An E.M. Forster novel (1, 4, 4, 1, 4)
8. Symbol on the centre of a scrabble board (4)
9. Flare-up of an untamed state from domestication (5)
10. A clarity in promptness and a cheerful readiness in response (8)
12. A viral phenomenon (4)
13. *Fe*, chemically (4)
15. When one gets bare ration, it is not normal (10)
16. Big first for a baby (4)
17. "Look what I did." (4)
18. Twist somebody's arm, but gently (6)
20. Pacify or placate (someone) by acceding to their demands (7)
23. GNOME library or smooth lip service (4)
24. Challenge (4)
26. Teaching addict (8)
27. Idle in canteens but with utmost secrecy (11)
28. Done without good reason (10)

Down

1. O, you can call us unfeeling! (7)
2. Bottomless void (5)
3. Sicilian secret society (5)
4. Light alcohol (LA) and a muddled date– very happy (6)
5. Showing high regard due to a superior or an elder (11)
6. *Of* in French followed by a ride to become the subject of ridicule (6)
7. Uncontrolled desire for caviar (7)
11. So significantly changed that not capable of or amicable to being appeased anymore (10)
14. Harsh and loud like a zebra (6)
19. I, me and the poet – the perfect example of class characteristic (7)
21. Farming prefix (4)
22. Shamelessly immodest or disrespectful (8)
24. Criticise publicly (5)
25. To reduce the exchange value of a monetary unit to the seabed (6)



Directions: *Fill in the blanks using the most appropriate words from 1 to 20 of the word list.*

1. Those men and women who resorted to _____ marriage did so because they wanted to keep their marriage a secret.

2. Sanjay's _____ disposition acquired him a large circle of friends.

3. The teacher _____ the children for being late to school.

4. Birbal was not only a minister but also a _____ of King Akbar and the only person whom the king trusted.

5. My son never reads a book. I don't understand why he _____ reading.

6. The mother was trying to _____ her toddler to take the regular medicine.

7. Though alchemy was widely studied in the Middle Ages, it is considered a/an _____ science today.

8. Sia had seen the ghastly accident and was too distraught to deliver a _____ statement to the police.

9. Since Sara was angry with him, John decided to buy a gift to _____ her.

10. Shyam is usually polite but today his manner was _____ as he had to complete a project.

Directions: *Choose the correct synonyms for the given words.*

11. Deride means –

    1) To agree pleasantly
    2) To make fun of
    3) To treat with contempt
    4) To calm

12. Impudent means –

    1) Delighted
    2) Disrespectful
    3) Secretive
    4) Industrial

13. Feral means –
    1) Having a keen intellect
    2) Wild and menacing
    3) Characteristic of the dawn
    4) Intentionally untrue

14. Deferential means –
    1) Unrestrained by manners
    2) Deviating from one's path
    3) Being courteous
    4) Criticizing openly

15. Haughty means –
    1) Lacking originality
    2) Being rigid
    3) Showing arrogance
    4) Working hard

16. Connive means –
    1) Laugh quietly at another
    2) Argue over petty insults
    3) Lose clarity
    4) Form intrigues in an underhanded manner

17. Bellicose means –
    1) Symbolic
    2) Materialistic
    3) Erroneous
    4) Confrontational

18. Erudite means –
    1) Having profound knowledge
    2) Being unpleasant
    3) Different in quality
    4) Being friendly

19. Didactic means –
    1) Genteel
    2) Instructive
    3) Supportive
    4) Limitless

20. Embezzle means –
    1) Donate food to someone
    2) Borrow clothing from someone
    3) Steal money
    4) Give in to demands

Directions: *Choose the option that would fill in the blanks meaningfully in the sentences below.*

21. A stand-up comedian needs _____ timing for his jokes to work.
    1) amiable
    2) brazen
    3) hostile
    4) impeccable

22. Though the teacher punished the student, he was impressed by the student's _____ in admitting his mistake.
    1) antipathy
    2) discord
    3) candor
    4) epitome

23. The invigilator became suspicious because of the student's _____ behaviour during the exam.

1) furtive 2) impudent 3) modest 4) imposing

24. When I won a scholarship to an IIM, I was _____.

1) dreary 2) elated 3) erudite 4) erratic

25. After the results of the election were announced, the opposition party finally _____ defeat.

1) conceded 2) boosted 3) anticipated 4) debased

26. I love dancing but I am especially _____ in Kathak.

1) candid 2) coherent 3) adept 4) didactic

27. After her recent trip to Ireland, Varsha _____ its beauty.

1) contradicted 2) embezzle 3) extolled 4) disparaged

28. Motivated by _____, the bank employee stole thousands of rupees from various accounts.

1) avarice 2) indifference 3) dismay 4) hubris

29. Scientists are trying to _____ eco-friendly materials to build environmentally sustainable buildings.

1) forsake 2) fabricate 3) infer 4) flourish

30. Eating a single chocolate doughnut is fine, but the _____ effect of eating them every day is that you'll become obese.

1) arcane 2) cumulative 3) desolate 4) eminent

Directions: *A word is given at the top of the question. Select the pair in the options in which the first is a synonym and the second is an antonym of the given word.*

31. Hubris

1) Arrogance : Modesty
2) Humility : Pretension
3) Timidity : Respect
4) Sophisticated : Naïve

32. Alacrity

1) Slowness : Promptness
2) Alertness : Lethargy
3) Speed : Zeal
4) Response : Request

33. Fractious

1) Irritable : Cheerful
2) Pleasant : Annoyed
3) Nice : Brooding
4) Unstable : Smooth

34. Callous

1) Kind : Heartless
2) Apathetic : Stubborn
3) Peaceful : Violent
4) Insensitive : Compassionate

35. Circumspect

1) Foolish : Wary
2) Vigilant : Watchful
3) Negligent : Thoughtless
4) Cautious : Rash

36. Debase

1) Disgrace : Honour
2) Demean : Reduce
3) Cleanse : Pollute
4) Contaminate : Clean

37. Brazen

1) Modest : Shy
2) Timid : Audacious
3) Bold : Humble
4) Composed : Irritable

38. Forsake

1) Allow : Return
2) Desert : Leave
3) Abandon : Keep
4) Claim : Disown

39. Decry

1) Respect : Discredit
2) Criticize : Praise
3) Honour : Laud
4) Attack : Please

40. Acquiesce

1) Comply : Oppose
2) Conform : Jibe
3) Differ : Approve
4) Empower : Veto

PRACTICE EXERCISE-1

Directions: *Match the words given in column I correctly with their meanings in column II. Write the correct combination in the space provided below each table.*

Table 1

	Words		Meanings
I.	Abdicate	a.	Unshakable in purpose, determination, or opinion; unyielding.
II.	Sagacity	b.	Ability to make good judgements.
III.	Fortitude	c.	To renounce a claim or responsibility, especially in a formal manner.
IV.	Adamant	d.	Mental and emotional strength in facing difficulty courageously.

Answer: _____

Table 2

	Words		Meanings
I.	Bereft	a.	A person whose life is devoted to the pursuit of pleasure and self-gratification.
II.	Conflagration	b.	Sorrowful through loss or deprivation.
III.	Antithesis	c.	A large destructive fire.
IV.	Hedonist	d.	The exact opposite.

Answer: _____

Table 3

	Words		Meanings
I.	Advocate	a.	Being more than is sufficient or required; excessive.
II.	Superfluous	b.	A person who speaks or writes in support of a person, cause, etc.
III.	Impetuous	c.	Not genuine or real.
IV.	Spurious	d.	Characterized by sudden or rash action; impulsive.

Answer: _____

Table 4

	Words		Meanings
I.	Adversity	a.	A condition marked by misfortune, calamity, or distress.
II.	Ostentatious	b.	Lasting only a short time; temporary.
III.	Camaraderie	c.	A spirit of familiarity and trust existing between friends.
IV.	Transient	d.	Intended to attract notice and impress others.

Answer: _____

Table 5

	Words		Meanings
I.	Wary	a.	To destroy the vigour of; weaken.
II.	Abscond	b.	Full of complaints.
III.	Querulous	c.	To run away secretly, especially to avoid prosecution or punishment.
IV.	Enervate	d.	Watchful; being on one's guard against danger.

Answer: _____

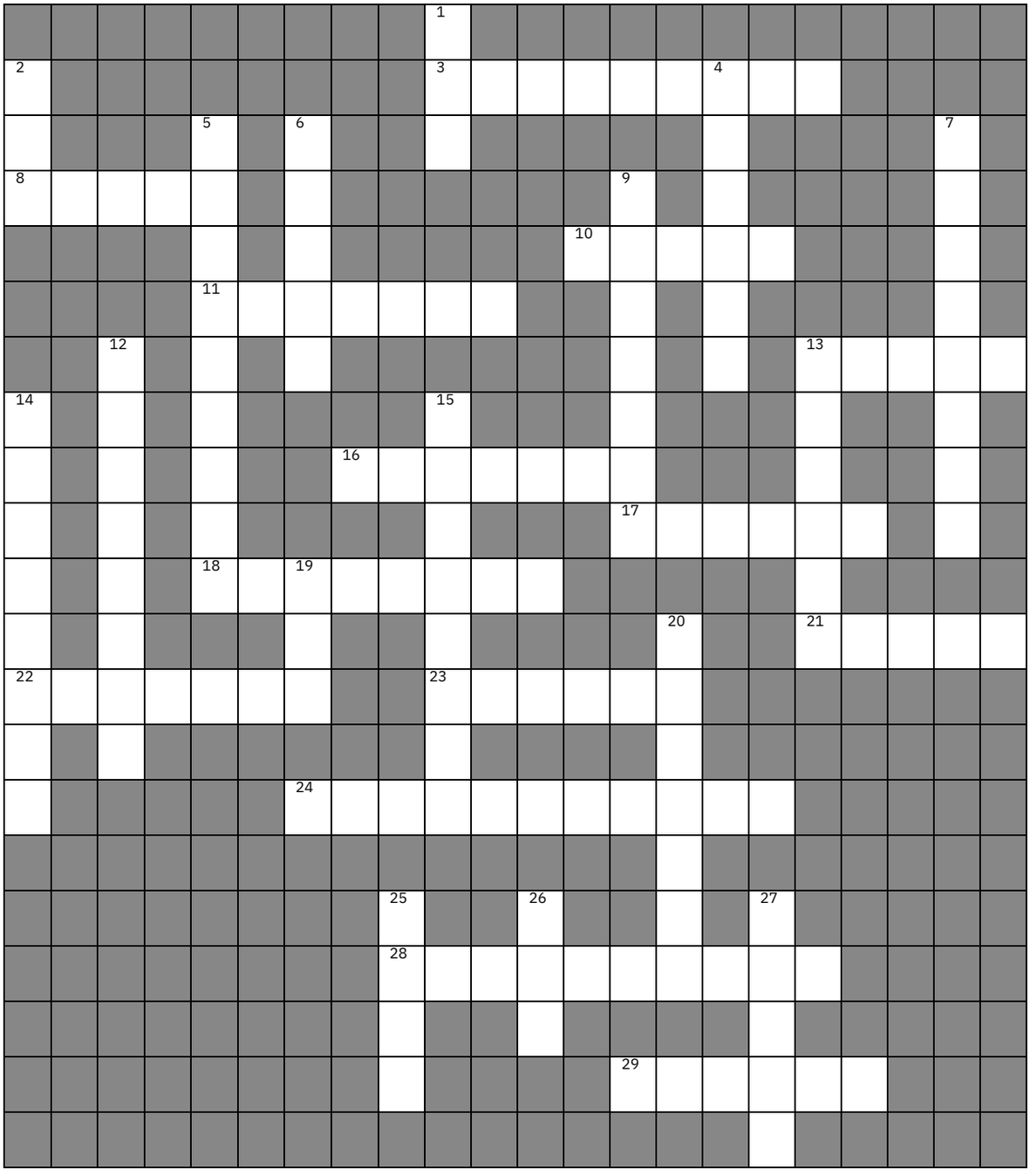
Directions: *Complete the crossword using the given clues.*

Across

3. Collective, sum total (9)
8. Lacking sophistication or experience (5)
10. New and exciting (5)
11. Sickly person (7)
13. Easily understood (5)
16. Using few words in speaking and writing (7)
17. Sanctuary (6)
18. Requiring a great amount of effort or care (8)
21. Something that has survived from the past, such as an object or custom (5)
22. To criticise strongly (7)
23. To work toward a set goal of achievement (6)
24. Lacking in depth or importance (11)
28. Concerned with relatively minor aspects of the subject in question (10)
29. To protect (6)

Down

1. To become unworkable when a movable part becomes stuck (3)
2. A continuous loud noise (3)
4. To estimate officially the value of (property, income, etc.) (6)
5. To dry out thoroughly (9)
6. Knowledgeable and well-informed (5)
7. Limited or cramped (8)
9. To strengthen or support (7)
12. Lack of variation (8)
13. To remain in a place longer than is expected, as if reluctant to leave (6)
14. Disadvantage (8)
15. To hint at or to suggest (8)
19. Fearful reverence (3)
20. To act as a go-between in settling disputes and conflicts (7)
25. Extending beyond the ordinary especially in size or scope (4)
26. Carry the day (3)
27. To fluctuate between choices (5)



PRACTICE EXERCISE-2

Directions: *The object of this puzzle is to search for words in the grid. Words may be found going forwards, backwards, up, down or diagonally. The meaning of the words forms its clue.*

1. Become less in amount or intensity (A_A_E)
2. Lacking sufficient water or rainfall (A__D)
3. Work together on a common enterprise or project (C_LL_B_R_T_)
4. Harmful to living things (D_ _E_ _ _I_US)
5. Incapable of being avoided or prevented (I_EV_ _A_L_)
6. The property of having lived for a considerabletime (LO_ _ _V_T_)
7. Common or ordinary (M_N_A_E)
8. A person who delivers a speech (O_A_O_)
9. Concerned with practical matters (PR_ _M_ _IC)
10. Postpone doing what one should be doing (PR_ _ R_ _T_ N _ TE)
11. Examine carefully for accuracy (SC_ _ _ _N_ZE)
12. To officially put an end to (A_O_I_H)
13. Open to more than one interpretation (A_B__UOU_)
14. Absolutely necessary (I_P_R_TI_E)
15. Excessively talkative, especially about trivial matters (G_RR_LO_S)
16. Understood by or meant for only the select few (ES___R_C)
17. A person, thing, or situation that is mysterious orpuzzling (E_I_M_)
18. To strengthen with some added support (RE_NF_R_E)
19. No longer in use (O__O_E_E)
20. Native of a particular region or country (IN___EN_US)
21. Having the polish regarded as characteristic ofsocial life in major cities (U_B_N_)
22. Not giving up easily, stubborn (T_N_C_OUS)
23. A public show, especially on a large scale (S_EC_AC_E)
24. Tending to cause sleep(SO_O_I_IC)

A	I	T	E	N	A	C	I	O	U	S	U	D	I	E	E	U	E
M	A	N	E	T	S	A	I	T	U	B	B	P	D	U	U	I	F
O	S	I	E	I	A	S	U	O	L	U	R	R	A	G	L	G	O
O	C	B	A	V	T	B	N	N	S	A	O	T	F	T	E	R	G
A	R	E	A	S	I	E	A	O	G	C	T	P	S	N	L	O	A
T	U	P	A	I	G	T	S	M	I	L	A	T	S	A	C	M	V
E	T	A	N	I	T	S	A	R	C	O	R	P	R	E	A	R	I
C	I	E	D	C	O	T	E	B	O	N	O	I	E	N	T	E	E
I	N	N	P	B	I	T	E	I	L	G	D	O	I	A	C	N	R
F	I	A	E	C	O	N	N	C	L	E	O	O	N	D	E	T	R
I	Z	T	H	S	I	L	O	B	A	V	R	O	F	N	P	B	U
R	E	T	E	G	D	U	A	M	B	I	G	U	O	U	S	L	E
O	I	V	M	S	E	T	N	A	O	T	A	I	R	M	C	E	N
P	E	A	R	P	I	B	L	A	R	Y	G	S	C	B	R	U	N
O	O	E	C	I	M	P	E	R	A	T	I	V	E	P	A	S	I
S	L	U	S	U	O	I	R	E	T	E	L	E	D	O	S	N	C
L	A	N	T	D	E	L	E	T	E	L	O	S	B	O	A	A	E
U	E	R	Y	I	M	S	A	A	S	T	R	L	I	R	A	D	A

Directions: *Each sentence has a pair of words that are italicized and highlighted. Strike out the inappropriate word to make a meaningful sentence.*

1. The ***principal / principle*** of my school has been awarded the President's award for the Best Teacher.

2. Before choosing a destination, we spent hours ***poring / pouring*** over travel brochures.

3. My daughter is learning to ***pedal / peddle*** a bicycle.

4. I ***loathe / loath*** visiting hospitals as I have to sit in the waiting room for hours.

5. Every summer, I used to come here and ***lie / lay*** down in the shade of this mango tree.

6. Though her parents opposed it, Reshma wanted to study ***farther / further***.

7. Since food is hard to find in winter, squirrels ***horde / hoard*** nuts in tree-trunks.

8. Since Ram is a football fan, he was ***disinterested / uninterested*** in the cricket world cup matches.

9. My father was a math teacher and ***expected / accepted*** me to score good marks in the subject.

10. The research was intended to study the ***adverse / averse*** effects of climate change and greenhouse gas emissions in the Antarctic.

Directions: *Match the foreign words with their dictionary meanings.*

Table 1

	Foreign Words		Meanings
I.	Modus operandi	a.	Authentic; true
II.	En masse	b.	Mode or method of operating
III.	Faux pas	c.	All together; in a mass
IV.	Bona fide	d.	An embarrassing social blunder
V.	Carte blanche	e.	Unconditional authority

Answer: _____

Table 2

	Foreign Words		Meanings
I.	Status quo	a.	By the fact itself
II.	Quid pro quo	b.	A person who is not welcome
III.	Pro bono	c.	Without charge to the client
IV.	Persona non grata	d.	something that is given or taken in return for something else
V.	Ipso facto	e.	The existing state or condition

Answer: _____

VA-2.3 | READING COMPREHENSION STRATEGIES

THEORY

Choosing Passages

Most MBA entrance tests, including CAT, feature more than one RC passage, and RC tends to be one of the most time consuming question types, so most likely, you will not be able to attempt all the RC questions in the test. Even if you do attempt them all, it makes sense to do the ones you have a better chance of scoring on first, rather than leaving them for the last minute, when you are more likely to be fatigued or unable to concentrate. Therefore, it is important to be able to recognize those passages which are the most scoring. But how do you do this? How is it possible to tell which passage will net you the most marks without reading the passage and/or the questions first? – in which case, you would wind up spending almost as much time as if you had attempted the passage!

Recognizing Passage Types

As a matter of fact, once you gain a certain amount of familiarity with RC passages and questions, a couple of cursory glances should be enough to enable you to tell the type of passage and questions. For example, narrative passages tend to be in the first person, and questions based on them tend to be straightforward, making such passages easy to recognize as well as answer.

The topic of the passages is also a clue to its type, and therefore to know how easy or difficult it is likely to be. A passage on politics is most likely to be argumentative; one on history is likely to more often be narrative or descriptive; one on philosophy is likely to be analytical; etc. More often, narrative and descriptive passages tend to be easier to understand than argumentative and analytical ones.

Let's see three different sentences that are the opening sentences of three hypothetical passages:

A. The claim that democracy is on the march in the Middle East is a fraud: it is not democracy but the U.S. military that is on the march.
B. Coniferous trees are a huge presence through most of the world – in the Americas, Eurasia, Australasia, and, in the past, so the fossils show, in Antarctica.
C. Of the consequences in philosophy which may be supposed to follow from the theory of relativity, some are fairly certain, while others are open to question.

Even without knowing what the rest of the passage is like, it is easy enough to tell that A is the first sentence of an argumentative passage, since it uses words related to politics like 'democracy' and 'military', and makes a bold, highly negative, politically-charged claim. It is likely that the rest of the passage will involve the author backing up his claims with arguments.

B is just as clearly the first sentence of a descriptive passage – most likely, the passage will be a straightforward report on coniferous trees and the places they are found in, in an objective or neutral tone. There may be a lot of botanical and geographic information packed into this passage, but it will not be difficult to understand.

C is most likely to be an analytical passage, filled with a lot of ideas on philosophy and relativity, and somewhat dense language. The ideas in the passage will most likely be challenging to understand.

So just by looking at one sentence of three passages, we can tell which one will be the easiest to understand – B, in this case – and which one will be the toughest – C in this case.

Recognizing Question Types

Questions that ask about points stated directly in the passage – are easier to answer than others – such as questions that ask you about the structure of the passage or ask you to infer information not stated in the passage. So look for key words/phrases such as 'structure', 'tone', 'according to the author', 'as stated in the second paragraph', etc. in the question stem, which indicate whether or not the answer is likely to be stated directly in the passage.

The number of questions per passage is also, obviously, a point to consider. In CAT, all passages have 4-5 questions, but in other tests, there may be a major difference between the number of questions per passage. It should be common sense that you should preferably attempt a passage with, say, 6 questions as opposed to one with, say, 3.

Wrong and Right Reasons for Choosing

After some amount of practice, you will be able to recognize your own strengths and weaknesses when it comes to RC. For instance, you may discover that you have an aptitude for argumentative passages or that you are good at identifying the central idea of a passage, though these passage/question types are generally considered on the tougher side. So you should play to your strengths and choose passages that you would find easier to tackle.

On the other hand, don't let personal preferences dictate your choices entirely. It is not a good idea, for example, to choose passages simply because you like their topics, without regard to whether you will be able to attempt the questions, or whether the choice will help you maximize your score.

With enough practice, these strategies should become second nature, so that you don't have to waste time wondering which passages to choose in the test itself.

Strategies for RC Passages

Once you have chosen the passages you want to attempt and/or the order in which you are going to attempt them, how do you go about solving them in the most optimal manner? Is it best to read the passage first, then the questions? Or vice-versa? Or go back and forth between passage and questions? There is something to be said about all these strategies. Let's discuss them one by one.

Strategy 1 – Read the passage first, then the questions

This strategy does not imply that you don't glance at the questions at all (you probably would have done that already while choosing which passages to attempt), but rather that you don't read them carefully or look at the options before reading the passage fully.

This strategy can be useful:

- For argumentative or analytical passages, in which you generally need to understand the author's viewpoint fully before you can hope to answer the questions.
- When the passage is fairly short and so does not take too long to read fully.
- When the questions are more likely to be summary questions, i.e. ones that require an overall understanding of the passage.

Strategy 2 – Read the questions first, then the passage

In case of this strategy, you should look through questions first (but don't read them fully), then read the passage, looking for the specific information that will help you answer the questions.

This strategy can be useful:

- When the questions are more likely to be specific questions that ask mainly about information mentioned directly in the passage, which are more likely to be found in case of narrative and descriptive passages.
- When the passage is long, or does not need to be read fully (e.g. if the beginning of the passage is a lengthy or tangential example, with the important points being mentioned only at the end).

Strategy 3 – Go back and forth between the passage and the questions

In this strategy, you can read part of a passage – say, a paragraph or two – then read the first couple of questions, then go back to the passage, and so on. The switch between the two should enable you to spot the answers to questions in the passage without having to finish reading the passage fully, and to answer questions while the relevant portion of the passage is still fresh in your mind. There is, however, potential for confusion in this strategy, so if you want to use it, make sure you practise it often before the test.

This strategy can be useful:

- For narrative and descriptive passages, in which you don't need to have read the passage fully in order to grasp the main idea.
- When the passage is very long and has a lot of questions as well. If you are lucky, it may be that the questions are in the same order as the points they pertain to in the passage.

CLASS EXERCISE

Directions: *Apply the strategy given at the beginning of each passage to solve it.*

Strategy 1 – Read the passage first, then the questions

PASSAGE I

The Harappans, winkled out of oblivion by the archaeologist's trowel and scrutinized by scholars from every conceivable discipline, have lately been attracting funds and advancing on all fronts, just like their 'empire'. The Aryans, on the other hand, they of that rich Sanskrit literary heritage whence all knowledge of India's ancient past was traditionally derived, are in retreat. Badly discredited by over-zealous championship in the nineteenth century and then by Teutonic adoption in the 1930s, the mighty Aryans have fallen from academic favour. Questions tantamount to heresy amongst an earlier generation of historians are now routinely raised as to who the Aryans were, where they came from, and even whether they were really a distinct people.

1. What is the author's tone in this passage?

   1) Resigned 2) Mocking 3) Patronizing 4) Objective

Strategy 2 – Read the questions first, then the passage

PASSAGE II

The original impetus behind special relativity was an apparent conflict between two pre-existing theoretical frameworks. On the one hand you had Newtonian mechanics, the gleaming edifice of physics on which all subsequent theories had been based. On the other hand, you had James Clerk Maxwell's unification of electricity and magnetism, which came about in the middle of the nineteenth century and had explained an impressive variety of experimental phenomena. The problem was that these two marvellously successful theories didn't fit together. Newtonian mechanics implied that the relative velocity of two objects moving past each other was simply the sum of their two velocities; Maxwellian electromagnetism implied that the speed of light was an exception to this rule. Special relativity managed to bring the two theories together into a single whole, by providing a framework for mechanics in which the speed of light did play a special role, but which reduced to Newton's model when particles were moving slowly.

2. What 'problem' did special relativity solve?

   1) The fact that Maxwellian electromagnetism failed to explain Newtonian mechanics.
   2) The fact that Newtonian mechanics failed to explain Maxwellian electromagnetism,
   3) The fact that Newtonian mechanics and Maxwellian electromagnetism didn't fit together.
   4) The fact that it didn't fit in with Maxwellian electromagnetism and Newtonian mechanics.

Strategy 3 – Go back and forth between the passage and the questions

PASSAGE III

Any child knows the difference between latitude and longitude. The latitude lines, the parallels, really do stay parallel to each other as they girdle the globe from the Equator to the poles in a series of shrinking concentric rings. The meridians of longitude go the other way: they loop from the North Pole to the South and back again in great circles of the same size, so they all converge at the ends of the Earth.

Lines of latitude and longitude began crisscrossing our worldview in ancient times, at least three centuries before the birth of Christ. By A.D. 150, the cartographer and astronomer Ptolemy had plotted them on the twenty-seven maps of his first world atlas. The Equator marked the zero-degree parallel of latitude for Ptolemy. It was not an arbitrary choice, but rather, derived from nature: the sun, moon and planets pass almost directly overhead at the Equator.

Ptolemy was free, however, to lay his prime meridian, the zero-degree longitude line, wherever he liked. He chose to run it through the Canary and Madeira Islands off the northwest coast of Africa. Later mapmakers moved the prime meridian to many different places, before it settled down at last in London. Any line drawn from pole to pole may serve as well as any other for a starting line of reference. The placement of the prime meridian is a purely political decision.

Here lies the real, hard-core difference between latitude and longitude – beyond the superficial difference in line direction that any child can see: the zero-degree parallel of latitude is fixed by the laws of nature, while the zero-degree meridian of longitude shifts like the sands of time. This difference makes finding latitude child's play, and turns the determination of longitude, especially at sea, into an adult dilemma – one that stumped the wisest minds of the world for the better part of human history.

3. Which of the following is true about the lines of latitude, according to the passage?

I. The lines of latitude are of different sizes.
II. Lines of latitude were used by ancient people before lines of longitude.
III. At least one line of latitude is determined on the basis of the positions of the sun, moon and planets.

1) I and II 2) I and III 3) II and III 4) I, II and III

4. On what basis did Ptolemy decide where to lay his prime meridian?

1) A line drawn from pole to pole 2) An arbitrary choice
3) A political decision 4) Cannot be determined

5. If you were to interview the author, what follow-up question would you ask her?

1) What is the difference between longitude and latitude?
2) When did people start using lines of latitude and longitude?
3) How do people determine latitude?
4) What particular difficulties arise in determining longitude?

Directions: *Read/skim through the questions, then scan the passage for the answers. Do not read the passage fully, simply scan it for the relevant information.*

PASSAGE IV

Our star, the sun, will die a quiet death. The sun is of only average mass, star-wise, and after burning through the last of its hydrogen fuel in about five billion years, its outer layers will drift away, and the core will eventually be compacted to become what's known as a white dwarf, an Earth-size ember of the cosmos.

For a star ten times as big as the sun, death is far more dramatic. The outer layers are blasted into space in a supernova explosion that, for a couple of weeks, is one of the brightest objects in the universe. The core, meanwhile, is squeezed by gravity into a neutron star, a spinning ball a dozen miles in diameter. A sugar-cube-size fragment of a neutron star would weigh a billion tons on Earth; a neutron star's gravitational pull is so severe that if you were to drop a marshmallow on it, the impact would generate as much energy as an atom bomb.

But this is nothing compared with the death throes of a star some twenty times the mass of the sun. Detonate a Hiroshima-like bomb every millisecond for the entire life of the universe, and you would still fall short of the energy released in the final moments of a giant-star collapse. The star's core plunges inward. Temperatures reach 100 billion degrees. The crushing force of gravity is unstoppable. Hunks of iron bigger than Mount Everest are compacted almost instantly into grains of sand. Atoms are shattered into electrons, protons, neutrons. Those minute pieces are pulped into quarks and leptons and gluons. And so on, tinier and tinier, denser and denser, until...

Until? No one knows. When trying to explain such a momentous phenomenon, the two major theories governing the workings of the universe—general relativity and quantum mechanics—both go haywire, like dials on an airplane wildly rotating during a tailspin.

The star has become a black hole.

What makes a black hole the darkest chasm in the universe is the velocity needed to escape its gravitational pull. To overcome Earth's clutches, you must accelerate to about seven miles a second. This is swift—a half dozen times faster than a bullet—but human-built rockets have been achieving escape velocity since 1959. The universal speed limit is 186,282 miles a second, the speed of light. But even that isn't enough to defeat the pull of a black hole. Therefore whatever's inside a black hole, even a beam of light, cannot get out. And due to some very odd effects of extreme gravity, it's impossible to peer in. A black hole is a place exiled from the rest of the universe. The dividing line between the inside and outside of a black hole is called the event horizon. Anything crossing the horizon—a star, a planet, a person—is lost forever.

No one has ever seen a black hole, and no one ever will. There isn't anything to see. It's just a blank spot in space—a whole lot of nothing, as physicists like to say. The presence of a hole is deduced by the effect it has on its surroundings. It's like looking out of a window and seeing every treetop bending in one direction. You'd almost certainly be right in assuming that a strong yet invisible wind was blowing.

6. After its death, a star half the size of our sun would become:

1) a white dwarf.
2) a neutron star.
3) a black hole.
4) Cannot be determined

7. What is a supernova?

1) The explosion that occurs when a star ten times as big as the sun dies
2) A dead star ten times as big as the sun, from which no light can escape
3) The core of a dead star ten times as big as the sun, which is squeezed by gravity
4) A star about a dozen miles in diameter, which is all that remains when a star ten times as big as the sun dies

8. What is this passage about?

1) It describes the eventual fates of three different types of stars.
2) It shows the three stages of star death that our sun will eventually undergo.
3) It describes what happens when stars of three different sizes die, with special focus on the last.
4) It explains three different types of stellar phenomena, with a particular focus on black holes.

9. How fast does something need to travel in order to escape from a black hole?

1) 7 miles a second
2) 186,282 miles a second
3) Faster than the speed of light
4) It is impossible to escape from a black hole

DIRECTIONS: *Use the appropriate strategy from the three strategies discussed before, to tackle each of the following three passages and answer its questions.*

Passage V

One who wishes to believe says, 'Does the evidence permit me to believe?' One who wishes to disbelieve asks, 'Does the evidence force me to believe?' Beware of placing huge burdens of proof only on propositions you dislike, and then defending yourself by saying: 'But it is good to be sceptical.' If you attend only to favourable evidence, picking and choosing from your gathered data, then the more data you gather, the less you know. If you are selective about which arguments you inspect for flaws, or how hard you inspect for flaws, then every flaw you learn how to detect makes you that much stupider.

10. What point is the author is trying to make in this passage?

1) Scepticism is overrated.
2) Scepticism is invaluable when deciding what to believe.
3) Scepticism should be applied selectively to flawed arguments.
4) Scepticism should not be applied selectively.

Passage VI

In 1418 the town fathers of Florence finally addressed a monumental problem they'd been ignoring for decades: the enormous hole in the roof of their cathedral. Their predecessors had begun the church in 1296 to showcase the status of Florence as one of Europe's economic and cultural capitals, grown rich on high finance and the wool and silk trades. It was later decided that the structure's crowning glory would be the largest dome on Earth, ensuring the church would be 'more useful and beautiful, more powerful and honourable' than any other ever built, as the grandees of Florence decreed.

Still, many decades later, no one seemed to have a viable idea of how to build a dome nearly 150 feet across, especially as it would have to start 180 feet above the ground, atop the existing walls. Other questions plagued the cathedral overseers. Their building plans eschewed the flying buttresses and pointed arches of the traditional Gothic style then favoured by rival northern cities like Milan, Florence's archenemy. Yet these were the only architectural solutions known to work in such a vast structure. Could a dome weighing tens of thousands of tons stay up without them? Was there enough timber in Tuscany for the scaffolding and templates that would be needed to shape the dome's masonry? And could a dome be built at all on the octagonal floor plan dictated by the existing walls - eight pie-shaped wedges - without collapsing inward as the masonry arced toward the apex? No one knew.

11. Which of the following is not mentioned as a problem faced while planning the dome of the Florence Cathedral?
    1) It was unknown whether an octagonal dome could be built.
    2) The proposed dome might be too heavy to be supported by the existing structure.
    3) The dome could not be built of wood, as there was not enough timber in Tuscany for it.
    4) The builders were unwilling to use the only architectural forms that were known to support such a vast structure.

Passage VII

Some drinkers may still think that the term 'corked wine' refers to the bits of cork in a bottle where the stopper has crumbled or fallen into the wine. But more and more now know that it actually refers to mustiness or cheesiness in the wine, with overtones of vegetable rot or old socks, caused by a taint which can be traced to 2, 4, 6-trichloroanisole. This contaminant, known as TCA, is so powerful that, according to one expert, half a tablespoon of pure TCA could 'destroy all the wine produced in the United States'. And even if the wine is not actually mouldy, TCA can flatten the taste, removing flavours the wine maker has laboured long and hard to provide.

The increased awareness is largely due to the battle now waging between defenders of the traditional cork stopper and its opponents, who believe that an unacceptable percentage of wine is affected by 'corkiness'. Unfortunately the battle has developed into a dialogue of the deaf. No one knows exactly how to evaluate the positive contribution made by cork to the quality of a wine, which some claim has to do with its porosity, which allows a desirably slow oxydation – though this is

controversial. To complicate matters, estimates of the 'corkiness' due to defective corks rather than to the wine or to bad storage vary between less than 1% and 8%.

In Britain, cork's defenders have unleashed a ferociously negative (and largely counter-productive) public-relations campaign. They have attacked plastic substitutes as imparting their own impurities and claimed that their use would destroy the cork-oak forests of Spain and Portugal, together with their dozens of rare species of birds. This has merely alerted the majority of wine drinkers who had previously attributed the nastiness of any particular bottle to their own inadequate palates – for the top 5% of palates are 200 times more perceptive to the faults in a wine than the bottom 5%.

The public battle started when a number of big British supermarket groups stated flatly that any systematic fault was as unacceptable in wine as it was in any other product. They were joined by American and Australian producers more aware of profit margins than more traditional wine makers and less inclined to accept the idea of cork contamination as an inescapable act of God. The battle has, belatedly, forced the cork industry into action. For years the price of cork had been increasing and the quality declining as the cork oaks were stripped of their precious bark too frequently. The manufacturing processes remained primitive and continued to rely on the use of chlorine washes which increased the likelihood of contamination. Today washes have been changed, quality controls tightened and more care, generally, is taken that the corks are not exposed to moisture which encourages the development of TCA during the manufacturing process. Today corks can be treated in a process called INOS designed to use its inherent sponginess as a way of squeezing out possible contaminants. Amorim, the biggest producer, not only uses INOS but has also introduced a new cork 'twin top' based on those used in champagne – where the cork's centre is made of agglomerated cork (cork granules stuck together) topped and tailed with slivers of pure cork.

But even Amorim and other quality-conscious producers such as Sabate are going to have to accept that plastic corks – and the screw caps used in many cheaper wines in the United States and by the Swiss for even their finest bevvies – are going to take an increasing share of the market. This is not because they are cheaper. They aren't, and they create their own problems: the perfection of the seal they provide means that the air in the bottle has to be expensively removed before the stopper is inserted, and they are harder to extract than their natural competitors, although they do provide the expected satisfying plop when the bottle is opened.

One obvious winner is the Supreme Corq from America, devised after its inventor had seen plastic bungs being used to seal the casks in some of the classiest estates in France. It is made from a recyclable, inert thermoplastic polymer used to store medicines – a field where cork was abandoned 80 years ago – thus answering many of the accusations hurled at plastic closures.

How likely is the wine-stopper war to end in open hostilities? The fact of the matter is that demand for wine in bottles (as opposed to wine in bags) is growing faster than the supply of properly prepared cork, so there is actually plenty of room in the market for different types of stoppers. At the top end is the market that does not necessarily favour plastic. For nobody can yet know whether plastic stoppers will remain sound for the 20 or more years during which the

greatest wines mature before they are drunk. On the other hand, 'the top end' accounts for a very small amount of the total wine drunk, and plastic's chances look correspondingly better. As over 90% of all wine is consumed within a year of being bottled (and within 24 hours of being purchased) for most drinkers the argument about the long-term effects of plastic will seem fairly theoretical. In the end, all the participants in the row ought to be able to agree with Supreme Corq's marketing director, Brooke Hilton, who says: 'We're only in existence to get a better bottle of wine to the drinker.'

12. In the wine industry, efforts are underway to:

1) stop destruction of more cork oaks.
2) introduce the 'twin top' technology of cork manufacture.
3) increase the demand for wine in bags.
4) bring out more synthetic alternatives to natural cork.

13. Why are the British supermarket groups voicing their discontent?

I. The Americans and the Australians promised to join them.
II. They treated wine like any other product on their store shelves.
III. Wine going bad due to its corkiness ought not to be excused for any reason.
IV. They are more aware of their profit margins, unlike their American counterparts.

1) All of the above
2) II, III and IV
3) II and III
4) I, II and III

14. What seems to be the main area of dispute between the defenders of cork and that of plastic?

1) The rising price of cork
2) The destruction of cork oaks
3) The dependability of cork versus that of plastic caps
4) That plastic corks are expensive

15. The thrust of the author's argument seems to be more in favour of:

1) natural cork
2) synthetically manufactured caps
3) the TCA-containing caps
4) corks produced by the Swiss

16. What appears to be the tone of the author?

1) Judgemental and highly critical
2) Cynical and extremely caustic
3) Balanced and neutral
4) Laudatory and enthusiastic

Directions: *Read/skim through the questions, then scan the passage for the answers. Do not read the passage fully, simply scan it for the relevant information.*

Passage VIII

'The kinesin motors responsible for this transport are the world's smallest moving machines, even the smallest in the protein world,' says Howard Hughes investigator Ronald Vale of the University of California, San Francisco. 'So, besides their biological significance, it's exciting to understand how these very compact machines – many orders of magnitude smaller than anything humans have produced – have evolved that ability to generate motion.' Vale and his team have shown for the first time how the kinesin protein generates motion.

The kinesin protein links with another kinesin to form a two-molecule ferry that moves cellular cargo along tram tracks composed of microtubules that crisscross the cell's interior. In the December 16, 1999, issue of *Nature*, Vale and his colleagues described their analysis of the motion of individual kinesin molecules and pinpointed the portion of the kinesin protein responsible for generating movement.

A 15-amino-acid segment of the kinesin protein called the 'neck linker' abruptly stiffens when the energy molecule ATP attaches to kinesin. This stiffening throws the neck linker forward and provides the mechanical force that puts the kinesin molecule in motion along the microtubule tracks. The discovery that motion is generated by the neck linker also helped the scientists understand how two linked kinesin molecules coordinate their movement along the microtubule.

'The kinesin motor walks along the microtubule much like a person walks along stepping-stones across a pond,' says Vale. 'Just as a person has to step from stone to stone, there are only certain points where kinesin molecules can attach to a microtubule. Basically, the neck linker zippers up and throws its rearward partner forward to the next attachment site, like swinging the rear leg forward to the next stepping-stone.'

Vale and his colleagues created kinesin molecules that included specific attachment points for various marker molecules that would help reveal how the neck linker moves. To obtain 'snapshots' of the marker-carrying molecules at specific stages, the scientists treated the kinesins with analogues of ATP that froze the kinesins at various stages of activity.

Steps along the microtubule by the linked kinesins are coordinated by the cycling of ATP molecules, first onto one kinesin, then onto its partner. The ATPs alternately attach, releasing energy, and then detach as spent products.

In one experiment, the scientists attached a gold particle to the neck linker and used electron microscopy (performed by Ron Milligan at Scripps Research Institute) to obtain images of the kinesin at different stages. In the absence of ATP analogues, the linker neck could pivot either forward or backward, but the binding of an ATP analogue locked the piece of protein in the forward position. After the kinesin released the ATP analogue, however, the neck linker again became mobile.

'Humans have perhaps 50 different kinds of these kinesin motors, and if we understand how they work we might be able to selectively inhibit those involved in chromosome segregation in mitosis,' notes Vale. 'Since cancer cells are constantly dividing, such inhibitors might have application as cancer chemotherapeutic agents.' He also suggested that stimulation of kinesin transport might be useful in treating neurodegenerative diseases.

17. Which one of the following is not a name given to a kinesin protein?

1) A compact machine
2) The world's smallest machine
3) Smallest protein
4) A two-molecule ferry

18. How is the analogy of a person walking along stepping stones, relevant in the context of the passage?

1) It is used to explain the motion of kinesin along the microtubule.
2) It is used to explain the movement of the neck linker.
3) It demonstrates how the neck linker stiffens.
4) It explains how the ATP molecule attaches to the kinesin protein.

19. Which of the following throws light on the work of the kinesin protein?

1) A 15 amino acid segment of the kinesin protein called the 'neck linker' abruptly stiffens when the energy molecule ATP attaches to kinesin.
2) The kinesin protein links with another kinesin to form a two-molecule ferry that moves cellular cargo along tram tracks.
3) The kinesin motor walks along the microtubule, much like a person walking along stepping-stones across a pond.
4) The neck linker in the kinesin protein zippers up and throws its rearward partner forward to the next attachment.

20. What is the function of the neck linker?

1) It links together two parts of the kinesin protein.
2) It sets the kinesin molecule in motion.
3) It pivots backward and forward.
4) It provides a bridge for the ATP molecule to attach to the kinesin.

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

1) Howard Hughes is a scientist.
2) Kinesin motors have great potential for medical usage.
3) Kinesin motors are man-made devices.
4) An attached gold particle is necessary for the neck linker to function properly.

PRACTICE EXERCISE-1

Directions: *In the following exercise, first choose the optimal order in which to attempt the four passages, then choose which strategy to use for each (use all the strategies at least once). Write down in a sentence or two (in the box below) why you chose the order and strategies that you did, then solve the questions. After you finish, ask yourself if a different order and/or strategy might have been better, and if so why?*

PASSAGE I

Try this simple experiment, inspired by recent scholarship in psychology and neurology. Which person would you rather be?

Richard is an ambitious 36-year-old white commodities trader in Florida. He's healthy and drop-dead handsome, lives alone in a house with a pool, and has worked his way through a series of gorgeous women. Richard's job is stressful, but he spent Christmas in Tahiti. Unencumbered, he also has time to indulge such passions as reading (right now he's finishing a book called *Half the Sky*), marathon running and writing poetry. In the last few days, he has been composing an elegy about the Haiti earthquake.

Lorna is a 64-year-old black woman in Boston. She's overweight and unattractive, even after a recent nose job. Lorna is on regular dialysis, but that doesn't impede her active social life or baby-sitting her grandchildren. A retired school assistant, she is close to her 67-year-old husband and is much respected in her church for directing the music committee and the semi-annual blood drive. Lorna believes in tithing (giving 10 percent of her income to charity or the church) and in the last few days has organized a church drive to raise $10,000 for earthquake relief in Haiti.

I adapted those examples from ones that Jonathan Haidt, a psychology professor at the University of Virginia, develops in his fascinating book, *The Happiness Hypothesis*. His point is that while most of us might prefer to trade places with Richard, Lorna is probably happier.

Men are no happier than women, and people in sunny areas no happier than people in chillier climates. The evidence on health is complex, but even chronic health problems (like those requiring dialysis) may have surprisingly little long-term effect on happiness, because we adjust to them.

Beautiful people aren't happier than ugly people, although cosmetic surgery does seem to leave patients feeling brighter. Whites are happier than blacks, but only very slightly. And young people are actually a bit less happy than older folks, at least up to age 65.

Lorna has a few advantages over Richard. She has less stress and is respected by her peers — factors that make us feel good. Happiness is tied to volunteering and to giving blood, and people with religious faith tend to be happier than those without. A solid marriage is linked to happiness, as is participation in social networks. And one study found that people who focus on achieving wealth and career advancement are less happy than those who focus on good works, religion or spirituality, or friends and family.

'Human beings are in some ways like bees,' Professor Haidt said. 'We evolved to live in intensely social groups, and we don't do as well when freed from hives.' Happiness is, of course, a complex concept and difficult to measure, and John Stuart Mill had a point when he suggested: 'It is better to be a human being dissatisfied than a pig satisfied; better to be Socrates dissatisfied than a fool satisfied.' But in any case, nobility can lead to happiness. Professor Haidt notes that one thing that can make a lasting difference to your contentment is to work with others on a cause larger than yourself.

I see that all the time. I interview people who were busy but reluctantly undertook some good cause because (sigh!) it was the right thing to do. Then they found that this 'sacrifice' became a huge source of fulfilment and satisfaction. Brain scans by neuroscientists confirm that altruism carries its own rewards. A team including Dr. Jorge Moll of the National Institutes of Health found that when a research subject was encouraged to think of giving money to a charity, parts of the brain lit up that are normally associated with selfish pleasures like eating or sex.

The implication is that we are hard-wired to be altruistic. To put it another way, it's difficult for humans to be truly selfless, for generosity feels so good. 'The most selfish thing you can do is to help other people,' says Brian Mullaney, co-founder of Smile Train, which helps tens of thousands of children each year who are born with cleft lips and cleft palates. Mr. Mullaney was a successful advertising executive, driving a Porsche and taking dates to the Four Seasons, when he felt something was missing and began volunteering for good causes. He ended up leaving the business world to help kids smile again — and all that makes him smile, too.

So at a time of vast needs, here's a nice opportunity for symbiosis: so many afflicted people, and so much benefit to us if we try to help them. Let's remember that while charity has a mixed record helping others, it has an almost perfect record of helping ourselves. Helping others may be as primal a human pleasure as food or sex.

1. Which of the following best captures the author's main contention?
    1) We are essentially selfish because we get happiness from helping others.
    2) Happiness can only be achieved through altruism and not wealth, power or fame.
    3) Helping others might be the way to finding our own happiness.
    4) Our notion of what can give us happiness is incorrect.

2. The author uses the comparisons in paragraph 5 in order to:

   1) refute stereotypes based on race, gender, climate and age.
   2) show that happiness cannot be measured.
   3) show that our perceptions of what contributes to happiness might not be true.
   4) elaborate on the various types of people who are happy.

3. Professor Haidt uses the example of bees to make which of the following points?

   I. Human beings are incapable of functioning to their full potential when they live in isolation.
   II. Human beings are no different from animals.
   III. Human beings derive more happiness by being part of a community than by living in isolation.

   1) Only I 2) Only II 3) Only III 4) Both I and III

4. According to the passage, it is difficult for human beings to be absolutely selfless because:

   1) we get satisfaction even in doing things for others.
   2) all our actions are in some way linked to our own survival.
   3) we are neurologically hard-wired to be altruistic.
   4) unless we help others we cannot survive.

5. What does the author mean by the phrase, 'while charity has a mixed record helping others'?

   1) Acts of charity might not always end up helping others.
   2) Acts of charity should be mixed with other acts in order to truly help others.
   3) Charity is often misused by people who are supposed to receive it.
   4) Charity alone cannot solve the problems of the world.

PASSAGE II

Nature and nature's laws lay hid in night;
God said 'Let Newton be' and all was light.
— Alexander Pope

The breathtaking advance of scientific discovery has the unknown on the run. Not so long ago, the Creation was 8,000 years old and Heaven hovered a few thousand miles above our heads. Now Earth is 4.5 billion years old and the observable Universe spans 92 billion light years. Pick any scientific field and the story is the same, with new discoveries—and new life-touching wonders—arriving almost daily. Like Alexander Pope, we marvel at how hidden Nature is revealed in scientific light.

Our growing corpus of scientific knowledge evokes Teilhard de Chardin's arresting metaphor of the noosphere, the growing sphere of human understanding and thought. In our optimism, this sphere is like an expanding bubble of light in the darkness of ignorance.

Our optimism leads us to focus on the contents of this sphere, but its surface is more important for it is where knowledge ends and mystery begins. As our scientific knowledge expands, contact with the unknown grows as well. The result is not merely that we have mastered more knowledge (the sphere's volume), but we have encountered an ever-expanding body of previously unimaginable mysteries. A century ago, astronomers wondered whether our galaxy constituted the entire universe; now they tell us we probably live in an archipelago of universes.

The science establishment justifies its existence with the big idea that it offers answers and ultimately solutions. But privately, every scientist knows that what science really does is discover the profundity of our ignorance. The growing sphere of scientific knowledge is not Pope's night-dispelling light, but a campfire glow in the gloom of vast mystery. Touting discoveries helps secure funding and gain tenure, but perhaps the time has come to retire discovery as the ultimate measure of scientific progress. Let us measure progress not by what is discovered, but rather by the growing list of mysteries that remind us of how little we really know.

6. What is the point of the quotation at the beginning?
   1) To laud Newton's scientific achievements
   2) To show how Alexander Pope expressed the wonder of scientific discovery
   3) To show how much still remains to be learnt about the universe
   4) To illustrate people's general view on scientific progress

7. What does the 'campfire glow' symbolize?
   1) Our lack of knowledge
   2) Our limited scientific knowledge
   3) A measure of scientific progress
   4) The growing sphere of scientific knowledge

8. What is the main point of this passage?
   1) The more we know, the more there is left for us to learn.
   2) No matter how hard we try, we will never be able to fathom all the mysteries of the universe.
   3) Scientific progress has grown exponentially in recent times.
   4) Our optimistic faith in scientific progress is misplaced.

PASSAGE III

'Memory' is a label for a diverse set of cognitive capacities by which humans and perhaps other animals retain information and reconstruct past experiences, usually for present purposes. Our particular abilities to conjure up long-gone episodes of our lives are both familiar and puzzling. We remember experiences and events which are not happening now, so memory seems to differ from perception. We remember events which really happened, so memory is unlike pure imagination. Memory seems to be a source of knowledge, or perhaps is just retained knowledge. Remembering is often suffused with emotion. It is an essential part of much reasoning. It is connected in obscure ways with dreaming. Some memories are shaped by language, others by imagery. Much of our

moral life depends on the peculiar ways in which we are embedded in time. Memory goes wrong in mundane and minor, or in dramatic and disastrous ways.

Although an understanding of memory is likely to be important in making sense of the continuity of the self, of the relation between mind and body, and of our experience of time, it has been curiously neglected by many philosophers.

At the end of an intricate discussion on remembering in *The Analysis of Mind*, Bertrand Russell laments that 'this analysis of memory is probably extremely faulty, but I do not know how to improve it'. In similar vein, one of Hume's editors complains that 'the unsatisfactory nature of Hume's account of memory is noticed by nearly all his commentators. It is a fault however which he shares with nearly all other philosophers'. Why is memory so hard to understand?

The answer, in part, is that the term labels a great variety of phenomena. I remember the date of Descartes' death; I remember playing in the snow as a child; I remember the taste and the pleasure of this morning's coffee; I remember how to play chess and how to drive a car; I remember to feed the cat every night. Wittgenstein said, 'If I say, rightly, 'I remember it', the most different things can happen, and even merely this: that I say it'. Some philosophers take this heterogeneity as reason to be wary of any attempt to explain memory. But subtleties of subjective memory experience need not be neglected or obliterated by careful theorizing: an explanatory framework which omitted or precluded the phenomenological and interpersonal diversity of memory would fail on its own terms.

This point is worth reiterating. Descartes asks why 'what makes one man want to dance may make another want to cry'. It may be, he suggests, that the second man has 'never heard a galliard without some affliction befalling him', so he cries 'because it evokes ideas in [his] memory'. But this explanation on its own does not distinguish between two possibilities about the second man's memory. He may simply find himself tearful, the music making him sad because of its previous coupling with affliction in his experience, although he remains unaware of this association. Alternatively, he may be well aware of the specific and tragic past occasions on which he has heard the galliard, perhaps being able to give detailed affective, temporal and contextual information about those past experiences, and perhaps even to use this knowledge to work through the revived emotions.

Philosophers have tended to focus on the latter kind of case, sometimes denying that the merely implicit learned association in the former case is a genuine form of memory at all. But scientific psychology is not, either in principle or in practice, restricted to the study of implicit learning and the varieties of conditioning. Indeed, the study of our rich capacities to monitor and recollect the sources, in our personal histories, of particular information in memory is at the heart of much current empirical and theoretical work.

C.B. Martin and Max Deutscher concluded an influential analysis of memory by stressing 'the complex and partly theoretical nature of our commonplace notion of remembering'. Ordinary usage hides a battery of different but related concepts of memory, which are now investigated by philosophers and psychologists alike, marrying attention to conceptual distinctions and subjective experience to functional and empirical concerns about the nature and the basis of memory processes and systems.

9. According to the passage, memory is:

1) fallible in many ways.
2) shaped by emotions.
3) different from dreaming.
4) similar to perception, but unlike imagination.

10. According to the passage, some philosophers are cautious about attempts to explain memory because:

1) memory is unreliable and unstable over the period of a lifetime.
2) of the wide variety of phenomena which can be classified as memory.
3) memory and emotion are intertwined and hence cannot be theoretically studied.
4) the exact location of memory in the brain is yet to be discovered.

11. According to the author, theoretical frameworks which explain memory:

1) should be focused on the empirical processes which constitute memory.
2) will always be imperfect as they cannot account for the diversity of the memory experience.
3) should not exclude the subjectivity and diversity in the nature of memory.
4) should try and focus on the physiological processes which constitute memory.

12. What is the difference between the two possibilities that the author puts forward as reason why the man in Descartes' example cries upon hearing a galliard?

I. Conscious awareness of the association between the galliard and his personal sadness.
II. Lack of a previous coupling of a personal affliction and the galliard.
III. Imperfect understanding of the feelings that music of the galliard intends to evoke.

1) Only I 2) Only II 3) Only III 4) Both I and II

13. The passage is most likely to be taken from:

1) a newspaper article.
2) a popular magazine.
3) a philosophy journal.
4) a medical journal.

PASSAGE IV

In the 1990s, John Dilulio, a conservative American academic, argued that a new breed of 'superpredators', 'kids that have absolutely no respect for human life and no sense of the future', would terrorize Americans almost indefinitely. He was not alone. Experts were convinced that crime would keep rising. Politicians and police chiefs could do little except bluster and try to fiddle the statistics.

Mr Dilulio later recanted and it is clear that the pessimists were wrong. Even as he wrote, America's crime wave was breaking. Its cities have become vastly safer, and the rest of the developed world has followed. From Japan to Estonia, property and people are now safer than at almost any time

since the 1970s. Confounding expectations, the recession has not interrupted the downward trend. New data show that the homicide rate for young Americans is at a 30-year low.

Some crimes have all but died out. Last year there were just 69 armed robberies of banks, building societies and post offices in England and Wales, compared with 500 a year in the 1990s. In 1990 some 147,000 cars were stolen in New York. Last year fewer than 10,000 were. In the Netherlands and Switzerland street dealers and hustlers have been driven out of city centres; addicts there are now elderly men, often alcoholics, living in state hostels.

Cherished social theories have been discarded. Conservatives who insisted that the decline of the traditional family and growing ethnic diversity would unleash an unstoppable crime wave have been proved wrong. Young people are increasingly likely to have been brought up by one parent and to have played a lot of computer games. Yet they are far better behaved than previous generations. Left-wingers who argued that crime could never be curbed unless inequality was reduced look just as silly.

There is no single cause of the decline; rather, several have coincided. Western societies are growing older, and most crimes are committed by young men. Policing has improved greatly in recent decades, especially in big cities such as New York and London, with forces using computers to analyse the incidence of crime; in some parts of Manhattan this helped to reduce the robbery rate by over 95%. The epidemics of crack cocaine and heroin appear to have burnt out.

The biggest factor may be simply that security measures have improved. Car immobilisers have killed joyriding; bulletproof screens, security guards and marked money have all but done for bank robbery. Alarms and DNA databases have increased the chance a burglar will be caught. At the same time, the rewards for burglary have fallen because electronic gizmos are so cheap. Even small shops now invest in CCTV cameras and security tags. Some crimes now look very risky—and that matters because, as every survey of criminals shows, the main deterrent to crime is the fear of being caught.

Many conservatives will think this list omits the main reason crime has declined: the far harsher prison sentences introduced on both sides of the Atlantic over the past two decades. One in every hundred American adults is now in prison. This has obviously had some effect—a young man in prison cannot steal your car—but if tough prison sentences were the cause, crime would not be falling in the Netherlands and Germany, which have reduced their prison populations. New York's prison population has fallen by a quarter since 1999, yet its crime rate has dropped faster than that of many other cities.

Harsh punishments, and in particular long mandatory sentences for certain crimes, increasingly look counterproductive. American prisons are full of old men, many of whom are well past their criminal years, and non-violent drug users, who would be better off in treatment. In California, the pioneer of mandatory sentencing, more than a fifth of prisoners are over 50. To keep each one inside costs taxpayers $47,000 a year (about the same as a place at Stanford University). And because prison stresses punishment rather than rehabilitation, most of what remains of the crime problem is really a recidivism issue. In England and Wales, for example, the number of first-time offenders has fallen by 44% since 2007. The number with more than 15 convictions has risen.

Politicians seem to have grasped this. In America the number of new mandatory sentences enacted by Congress has fallen, and some states have adopted policies favouring treatment over imprisonment for drug users. Britain has stopped adding to its prison population. But more could be done to support people when they come out of prison (at the moment, in Britain, they get £46) and to help addicts. In the Netherlands and Switzerland hard-drug addiction is being reduced by treatment rather than by punishment. American addicts, by contrast, often get little more than counselling.

Policing can be sharpened, too. Now that officers are not rushed off their feet responding to car thefts and burglaries, they can focus on prevention. Predictive policing, which employs data to try to anticipate crime, is particularly promising. More countries could use civilian 'community support officers' of the sort employed in Britain and the Netherlands, who patrol the streets, freeing up better-paid police officers to solve crimes.

Better-trained police officers could focus on new crimes. Traditional measures tend not to include financial crimes such as credit-card fraud or tax evasion. Since these are seldom properly recorded, they have not contributed to the great fall in crime. Unlike rapes and murders, they do not excite public fear. But as policing adapts to the technological age, it is as well to remember that criminals are doing so, too.

14. What is the author's tone in this passage?

1) Cautiously optimistic
2) Completely neutral
3) Slightly pessimistic
4) Highly concerned

15. Which of the following is true about the decrease in crime?

1) It began in the 1990s.
2) It was correctly predicted by John DiIulio.
3) It has not been affected by the recession.
4) It has spread to most of the countries in the world.

16. Which of the following is not mentioned as a cause of the decline in crime?

1) Technological aids to policing
2) Cheaper and more ubiquitous security measures
3) A reduction in inequality in developed countries
4) A demographic shift in Western societies

17. Which of the following is true about the American prison system, according to this passage?

1) It costs as much to run an American prison as a university.
2) The American prison population has stopped increasing.
3) American prisoners are offered counselling but not rehabilitation.
4) American prisons are full of people who are no longer threats to society.

18. Which of the following would the author agree with?

I. The police should not disregard crimes that are less feared by the public.
II. Civilians should help out the police forces, so that the latter can concentrate on solving crimes.
III. Being brought up by a single parent can have negative consequences for children.

1) I and II 2) I and III 3) II and III 4) I, II and III

19. How does the first paragraph of the passage relate to the rest of the passage?

1) The first paragraph describes a prediction that the rest of the passage refutes.
2) The first paragraph describes a conjecture that the rest of the passage subverts.
3) The first paragraph describes a future scenario that the rest of the passage ridicules.
4) The first paragraph describes a hypothetical scenario that the rest of the passage analyses.

20. In England and Wales, the number of people committing crimes has fallen, while the number of crimes being committed has not necessarily fallen. According to the passage, this statement is:

1) probably true. 2) definitely true. 3) definitely false. 4) probably false.

PRACTICE EXERCISE-2

Directions: *Read the passages carefully and answer the questions that follow.*

Passage I

Scientists at the Georgia Institute of Technology have found genetic evidence that seems to support a controversial hypothesis that humans and chimpanzees (chimps) may be more closely related to each other than chimps are to the other two species of great apes – gorillas and orangutans. They also found that humans evolved at a slower rate than apes.

Appearing in an issue of the *Proceedings of the National Academy of Sciences*, biologist Soojin Yi reports that the rate of human and chimp molecular evolution – changes that occur over time at the genetic level – is much slower than that of gorillas and orangutans, with the evolution of humans being the slowest of all.

As species branch off along evolutionary lines, important genetic traits, like the rate of molecular evolution also begin to diverge. They found that the speed of this molecular clock in humans and chimps is so similar; it suggests that certain human-specific traits, like generation time, began to evolve one million years ago–very recently in terms of evolution. The amount of time between parents and offspring is longer in humans than apes. Since a long generation time is closely correlated with the evolution of a big brain, it also suggests that developmental changes specific to humans may also have evolved very recently.

In a large-scale genetic analysis of approximately 63 million base pairs of DNA, the scientists studied the rate at which the base pairs that define the differences between species were incorrectly paired due to errors in the genetic encoding process, an occurrence known as substitution. 'For the first time, we've shown that the difference in the rate of molecular evolution between humans and chimpanzees is very small, but significant, suggesting that the evolution of human-specific life history traits is very recent,' said Yi.

Most biologists believe that humans and chimpanzees had a common ancestor before the evolutionary lines diverged about 5-7 million years ago. According to the analysis, one million years ago the molecular clock in the line that became modern humans began to slow down. Today, the human molecular clock is only 3 percent slower than the molecular clock of the chimp, while it has slowed down 11 percent from the gorilla's molecular clock.

This slow down in the molecular clock correlates with a longer generation time because substitutions need to be passed to the next generation in order to have any lasting effect on the species,
'A long generation time is an important trait that separates humans from their evolutionary relatives,' said Navin Elango, graduate student in the School of Biology and first author of the research paper. 'We used to think that apes shared one generation time, but that's not true. There's a lot more variation. In our study, we found that the chimpanzee's generation time is a lot closer to that of humans than it is to other apes.'

The results also confirm that there is very little difference in the alignable regions of the human and chimp genomes. Taken together, the study's findings suggest that humans and chimps are more closely related to each other than the chimps are to the other great apes.

'I think we can say that this study provides further support for the hypothesis that humans and chimpanzees should be in one genus, rather than two 'different genus' because we not only share extremely similar genomes, we share similar generation time,' said Yi.

Even though the 63 million base pairs they studied is a large sample, it's still a small part of the genome, Yi said. 'If we look at the whole genome, maybe it's a different story, but there is evidence in the fossil record that this change in generation time occurred very recently, so the genetic evidence and the fossil data seem to fit together quite well so far.'

1. According to the information in the passage, the main idea of the passage would be?
   1) Chimps are more closely related to apes, gorillas and orangutans than to humans.
   2) Humans evolve at a slower rate than gorillas and orangutans.
   3) The human molecular clock is 3% slower than the molecular clock of the chimps.
   4) Humans and chimpanzees share common genomes and similar generation time.

2. According to the passage, the term 'molecular evolution' denotes:
   1) the process of genetic material changing over a period of time.
   2) the differences in the rate of molecular change.
   3) the differences between the alignable regions of humans and that of the chimps.
   4) None of the above.

3. Which, according to the passage, is an important trait that separates humans from their evolutionary relatives?
   1) Difference in the base pairs of the DNA
   2) A prolonged generation time
   3) A common ancestor before evolutionary lines diverged
   4) Certain errors in the genetic coding process

4. Which of the following would be a suitable title for the passage?
   1) Humans and Chimps
   2) A Controversial Hypothesis
   3) Evolution Study – Humans and Chimps
   4) Chimps, Gorillas and Orangutans

Passage II

Forget about playtime. Asian children today are caught up in an endless race of extra tuition sessions, tennis classes, piano lessons, late-night homework and much, much more. One of the places where children are overstressed is China.

High expectations for children are nothing new in China, where the need to master the thousands of characters necessary for basic literacy – coupled with the educational legacy of Confucius – has turned many an inquisitive, bright-eyed student into a sullen rote learner. But the pressure on even the youngest children is intensifying as their parents embrace the notion that education is a primary driver of the kind of upward mobility that was previously unthinkable in China. Eager to provide their kids with a head start, Chinese parents are signing them up for everything from weekend prep courses for under-sixes to boarding schools for toddlers. And we mean toddlers: for $700 a month parents can send children as young as 3 years old to the Hualan International Village Kindergarten in the port city of Tianjin, where they live full-time in landscaped villas outfitted with 42-inch plasma TVs and pianos.

But given that roughly 60% of Chinese families in major cities now spend one-third of their income on children's education, parents are expecting results, not just luxurious surroundings. Li Hongbin's 5-year-old daughter, Xu Yunqiao, attends a private nursery school in Beijing, where she studies from 8:30 a.m. to 5 p.m., five days a week. It isn't enough. Concerned that their children weren't being prepared for the admissions tests at the city's better elementary schools, Li and other parents recently campaigned for play times to be trimmed to make way for more study – and got their wish. Li also started sending her daughter to after-school and weekend classes in reading, math and music. A generation ago, few Chinese 6-year-olds knew how to read or do basic arithmetic. Today, top primary schools expect matriculating students to know at least 1,000 characters and their multiplication tables. Her daughter 'has 100 math problems to do a week,' marvels Li. 'She can do rapid calculations in her head.' But she worries that these skills may come at an emotional cost. 'It's really terrifying,' Li says, of Yunqiao's packed schedule. 'We don't know if this makes sense, but we have no choice.'

In China, the fact that most parents have only one child helps to explain the extraordinarily acute pressure they feel to produce a superkid – and the resulting proliferation of books with titles like *Prodigy Babies* and *60 Ways to Ensure Success for Your Gifted Child*. But parents across Asia are wrestling with the same conundrum. They're desperate for their children to do well in life and know that relentless hard work and an excellent notch education can raise the odds of success. Yet many of them also quietly fear the impact of the ferocious pressure imposed on their children in service of these aspirations – how could they not, when tales of emotionally broken prepubescents and student suicides are a media cliché? But however ambivalent they may feel, most parents conclude that the goals are worth the risks. Indeed, the sight of a child being driven to study harder – by a frowning teacher, bullying father or beseeching mother – is a tableau as **archetypal** to the region as planting rice. Parenting techniques that prioritize the nurturing of a child's self-esteem are not widely espoused. There are no Oprahs or Dr. Phils to genially wag a finger at the dads who don't hug their kids or the mothers who berate them for bringing home anything less than straight A's. Instead, many Asian parents have been free to neuroticize their offspring in ways that would make an entire faculty of child psychologists blanch.

5. Which of the following is stated as a reason why the Chinese parents pressurise their kids to study and secure high grades?

1) A good education is considered the best tool for moving upwards in society.
2) Kids waste a lot of time playing and doing nothing.
3) Parents feel that they never had a chance to study well, hence they want their children to be well-educated.
4) None of the above.

6. What is the contradiction we notice in Li Hongbin as far as the education of her child is concerned?

1) On one hand, she does want her child to secure a high grade in school; on the other hand, she grumbles about the money she has to spend on her child's education.
2) On one hand, she is concerned about her child's future; on the other hand, she has already decided that her daughter should discontinue education after high school.
3) On one hand, Li has campaigned with other parents to increase the study time of children in her daughter's nursery school; on the other hand, she thinks that her daughter's packed schedule may affect the child emotionally.
4) All of the above.

7. The word 'archetypal' as used in the passage, means:

1) Primary 2) Elementary 3) Model 4) Typical

8. What is the main argument of the passage?

1) Parents in China want their children to spend more time on recreational activities.
2) Most families in China have only one child.
3) Students in China appear nonchalant even if they get low grades in school.
4) Most Asian students striving for good grades are overstressed due to the high expectations of their parents.

9. Which of the following is a suitable title for the passage?

1) Asia's Overstressed Kids 2) All Work and No Play
3) Working Hard to Succeed 4) Gifted Children

Passage III

The proposed new takeover code now being finalized by the Securities and Exchange Board of India, and due to come into force by early next year, looks at first glance, like a typically complicated bit of Indian rulemaking. But two incendiary charges are buried within its many pages. First, SEBI wants to make takeovers, including hostile bids, much easier (amongst other things, it will no longer have to approve the bidder's price). Second, it wants to protect the rights of minority shareholders. For instance, any investor who takes a stake of 10% in a company must then make an offer for a further 20%, after that, any substantial increase has to be by an open offer to all the shareholders.

This may not sound revolutionary. In many countries it would be normal to force any investor who has 20-30% of a company to bid for the whole thing. Yet, just possibly, the new takeover code may cause the very large house of cards that is corporate India to collapse. It provides a way for the families that control Indian business to be replaced by more widely-held companies or even by corporate raiders. At the very least, it is a further warning to dynasties such as the Tatas, Birlas, Singhanias, and Thapars that they must restructure their businesses if they are to survive.

In India, family businesses account for about 70% of the total sales and net profits of the biggest 250 private-sector companies. Big families have carved up the big industries. In vehicles, for example, the Tatas make lorries, the Birlas make Ambassador cars, the Bajaj family makes two-wheelers, and the Mahindras make jeeps. Until recently, such families faced little competition. They diversified into any business, where they could get a permit to operate. Borrowing, mainly from public-sector institutions, was easy, and company law made it simple to control subsidiaries through very small shareholdings. The Tata empire, for example, embraces some 70 companies, making everything from tea to watches, in which the parent company's average stake is rarely above 15%.

All this is now having to change. Five years ago, the government began to liberalise the economy, exposing local businesses to market forces for the first time since the country's independence in 1947. At first this favoured the big empires, since it was they whom foreign companies sought as joint-venture partners. But the empires are now feeling vulnerable.

Their immediate problem is cash. With profits harder to make, credit hard to come by, and a relatively small equity market, many family firms are being forced to weed their portfolios, retiring from investments they rushed into, in easier times. The Mahindra family has already withdrawn from oil drilling and instrumentation to concentrate on cars. The Thapars are trying to focus Ballarpur Industries on its core activities of paper and chemicals.

Daewoo of South Korea recently raised its stake in its car joint venture from 51% to 75%, buying the extra shares from its partner, DCM, a Shriram family business, which could not raise $70 million for expansion. Last year, a branch of the Modi family pulled out of a joint venture in television with Britain's Carlton Communications because it could not raise its $20 million stake. America's General Electric, which now has sales of nearly $500 million in India, recently bought out its partner in a three-year-old lighting venture because the latter decided to put its stretched resources elsewhere.

In many parts of India, soft-drink bottlers are selling out as their market is transformed by Coca-Cola and Pepsi Co. In telecoms, various families are either having to sell their shares in joint ventures or borrow the cash for their equity stakes from foreign partners. If the government relaxes rules requiring an Indian majority holding in any company holding a telecoms licence, the foreigners may use these loans as a springboard for a full takeover. Many foreign companies now favour full control, seeing it as a chance to impose their own standards. 'We are tired of reading about corruption allegations against our partner', is a frequently heard moan in Mumbai. In the early stages, a foreign firm needs a local partner's government contacts and distribution; but once established, foreign firms complain that local partners contribute little in the way of technology or capital. Also, now that there is an established network of advisers and banks to guide foreign firms, an Indian partner seems less essential.

One of these advisors, McKinsey & Co., a management consultancy, points out in a forthcoming report that the government now allows foreign firms to set up wholly owned investment companies that can subsequently buy Indian firms (schemes devised by Coca-Cola, GE Capital, and Air Liquide of France are among several that have been approved). McKinsey also argues that many joint ventures are 'hidden takeovers', designed from the outset to let the Indian partner bow out after a few years, especially in the consumer sector as foreign brands take over.

In the past, the big families could count on the support of India's financial institutions, which own around 40% of most big companies. However, institutions such as the Industrial Credit and Investment Corporation of India are now trying hard to prune non-performing assets. They have told families such as the Modis that they must sort out their run-down businesses, close them (which is difficult under India's restrictive labour laws), or sell. 'Before, we used to be benign investors. Now families will increasingly be asked to go when they don't perform', says one senior manager. Still, no family has yet been thrown to the wolves.

10. Which of the following has been cited in the passage as an illustration of the changes taking place in Indian businesses?

I. Artificial barriers to competition being created in the big industry segments.
II. Dramatic changes in the government's takeover code.
III. Foreign companies being allowed to have majority stakes in telecom companies.
IV. Financial institutions turning from benign investors to more demanding ones.

1) II and IV
2) II, III and IV
3) I, II, and III
4) All of the above

11. Which of the following has not been cited as a factor which favoured the Indian family businesses until recently?

1) Protection from the global market forces.
2) A company law which made it possible to control subsidiaries even with a minority shareholding.
3) The economies of scale possessed by these large firms.
4) The relative ease of raising capital.

12. The reasons for the family businesses to feel vulnerable in India today include:

I. the removal of the barriers to foreign investment by the government.
II. the shortage of cash in the economy.
III. the widespread allegations of corruption.
IV. the financial institutions moves to prune non-performing assets.

1) I and II
2) I, II, and IV
3) II and IV
4) I and III

13. From the tone of the passage, which of the following statements would the author be most likely to agree with?

    1) The overall mood of the large Indian family businesses can be summed up in one word – insecure.
    2) It is safe to say that nine out of ten Indian companies indulge in corrupt practices.
    3) Given the poor management practices of Indian companies, foreign companies have nothing to gain from collaboration.
    4) The behaviour of the Indian financial institutions is extremely irresponsible.

14. The tone of the author could be described as:

    1) critical. 2) lyrical. 3) didactic. 4) objective.

Passage IV

Akamatsu's 'wild geese' theory of economic development, which was propounded in the early 1960s, to a large extent, explains the growth experience of Japan, South Korea and the other Far East Asian miracle economies. The theory in brief divides economic development into three phases. The process begins with the import of new products in response to a growing domestic demand and the impulses generated for their domestic production. Thus, import substitution takes place through replacing imported items with domestic substitutes.

Stage one is defined as the period in which domestic production equals domestic consumption. Over time, domestic costs tend to decline through economies of scale as well as import of technology within the framework of a protected market. Stage two is marked by a commencement of exports with the domestic cost structure reaching international levels. Thus, domestic production becomes larger than domestic consumption. Stage three envisages a slowdown in export expansion with a rise in the cost of the domestic factors of production like labour as well as the operation of the 'catching up cycle' in other developing countries.

The experiences of Japan and South Korea provide interesting examples. Historically speaking, Japan could not have been described as a developing country prior to World War II. After the war, however, its economy was in a shambles and the development process had to commence afresh. With financial help from the US and the dissolution of the Zaibatsu, a number of new businesses began to take root. The national goal, which reflected the aspirations of most Japanese, was to become an economic superpower. Japan proceeded to do this not on the strength of domestic consumption, which was low on account of a paucity of incomes but on the basis of accessing international markets. Japanese ingenuity lay not in copying foreign goods but in analysing them component-by-component and producing something better and cheaper. Their burgeoning export surpluses helped in creating an increasingly prosperous middle class, which also maintained a significantly high saving rate. Clearly, its economic development was vigorously export-driven.

South Korea is a striking example of Akamatsu's 'catching up cycle'. Korea, like Japan, was war-shattered in 1950 with the difference that it was a poorly developed country before the war. It commenced its recovery by addressing the export market in consumer goods like shoes, garments

and sportsware. Soon it began an aggressive drive to develop more complex industries like ship-building, steel and electronics.

Development impulses along these lines created the Asian Tigers, which besides Japan and South Korea included Hong Kong, Taiwan, Singapore, Indonesia, Malaysia and Thailand. Despite the many differences in their political philosophies they shared a similar approach to economic development, viz., high domestic savings and an accent on exports.

15. One may infer from the passage that Akamatsu's theory is called 'wild geese' theory because:
    1) it relates to nations that build strong economies from virtually nothing.
    2) it refers to the untamed nature of the budding economies.
    3) it refers to the flights of success achieved by nations battling against great odds.
    4) None of the above.

16. One may infer from the passage that 'Zaibatsu' most probably refers to:
    1) a Japanese market.
    2) a political or economic group.
    3) the ruling monarch.
    4) None of the above.

17. In Akamatsu's theory, the impetus for growth clearly comes from:
    1) exports
    2) import substitution
    3) recycling of goods
    4) All of the above

18. Which of the following methods would be unlikely to lead to a 'wild geese' kind of development?
    1) Ignoring outsourcing of raw materials
    2) Ignoring small scale manufacturing
    3) Assuming responsibility for quality
    4) Focusing on the domestic market

19. Which of the following, if true, would not support the course taken by Japan?
    1) Increasing production often leads to an increase in exports.
    2) Export surpluses are the result of increasing off-shore demand.
    3) An export-oriented production is a burden on the economy because of extensive research and product modification involved.
    4) Nations that reduce their imports stand to gain much in reserves.

20. An appropriate title for the passage would be:
    1) The Wild Geese Miracle in the World Market
    2) The Dissolution of Zaibatsu
    3) Growing in a Global Market
    4) Following the Asian Tigers' Trail

Passage V

One hundred years ago, in November 1896, a doctor in Sussex, England, published the first description of the learning disorder that would come to be known as developmental dyslexia. 'Percy F., aged 14, has always been a bright and intelligent boy,' wrote W. Pringle Morgan in the *British Medical Journal*, 'quick at games, and in no way inferior to others of his age. His great difficulty has been – and is now – his inability to learn to read.'

In that brief introduction, Morgan captured the paradox that has intrigued and frustrated scientists for a century since: the profound and persistent difficulties some very bright people face in learning to read. Reading ability is taken as a proxy for intelligence; most people assume that if someone is smart, motivated and schooled, he or she will learn to read. But the experience of millions of dyslexics like Percy F. has shown that assumption to be false. In dyslexia, the seemingly invariant relation between intelligence and reading ability breaks down.

Early explanations of dyslexia, put forth in the 1920s, held that defects in the visual system were to be blamed for the reversals of letters and words thought to typify dyslexic reading. Eye training was often prescribed to overcome these alleged visual defects. Subsequent research has shown, however, that children with dyslexia are not unusually prone to reversing letters or words and that the cognitive deficit responsible for the disorder is related to the language system. In particular, dyslexia reflects a deficiency in the processing of the distinctive linguistic units, called phonemes, that make up all spoken and written words. Current linguistic models of reading and dyslexia now provide an explanation of why some very intelligent people have trouble learning to read and performing other language-related tasks.

In the course of our work, my colleagues and I at the Yale Center for the Study of Learning and Attention have evaluated hundreds of children and scores of men and women for reading disabilities. Many are students and faculty at our university's undergraduate, graduate and professional schools. One of these, a medical student named Gregory, came to see us after undergoing a series of problems in his first-year courses. He was quite discouraged.

Although he had been diagnosed as dyslexic in grade school, Gregory had also been placed in a programme for gifted students. His native intelligence, together with extensive support and tutoring, had allowed him to graduate from high school with honours and gain admission to an Ivy League college. In college, Gregory had worked extremely hard and eventually received offers from several top medical schools. Now, however, he was beginning to doubt his own competence. He had no trouble comprehending the intricate relations among physiological systems or the complex mechanisms of disease; indeed, he excelled in those areas requiring reasoning skills. More problematic for him was the simple act of pronouncing long words or novel terms (such as labels used in anatomic descriptions).

Both Gregory and his professors were perplexed by the inconsistencies in his performance. How could someone who understood difficult concepts so well have trouble with the smaller and simpler details? Could Gregory's dyslexia – he was still a slow reader – account for his inability to name body parts and tissue types in the face of his excellent reasoning skills?

It could, I explained. Gregory's history fit the clinical picture of dyslexia as it has been traditionally defined: an unexpected difficulty in learning to read despite intelligence, motivation and education. Furthermore, I was able to reassure Gregory that scientists now understand the basic nature of dyslexia.

Over the past two decades, a coherent model of dyslexia has emerged that is based on phonological processing. The phonological model is consistent both with the clinical symptoms of dyslexia and with what neuroscientists know about brain organization and function. Investigators from many laboratories, including my colleagues and I at the Yale Center, have had the opportunity to test and refine this model through 10 years of cognitive and, more recently, neurobiological studies.

21. Which of the following statements can be said to be true in the context of the passage?
    1) Nobody suffered from dyslexia before 1896.
    2) Dyslexia came into existence 100 years ago.
    3) The passage may have been written somewhere in the 1990s.
    4) None of the above.

22. Around 1920s, the explanations pertaining to dyslexia were based on the belief that:
    1) dyslexia was a speech disorder.
    2) dyslexia was a defect in the visual system.
    3) children with dyslexia have a learning disorder.
    4) children with dyslexia cannot overcome the disability.

23. Which of the following statements is/are the author least likely to agree with?
    I. Dyslexics cannot go in for higher studies because of their disability.
    II. Generally people equate reading ability with intelligence.
    III. Dyslexia is associated with lack of intelligence.
    1) Only I 2) I and II 3) I and III 4) None of these

24. Given below are a few situations. Mark the activity that a dyslexic will find most difficult to perform.
    1) Working out a crossword puzzle
    2) Taking an exam on creative writing
    3) Recalling and spelling out complex scientific names
    4) Both (1) and (3)

25. Gregory started questioning his own competence because:
    1) his grades in the first year of college were abysmally low.
    2) he was finding it difficult to remember anatomic names and descriptions.
    3) he had been diagnosed as dyslexic in grade school.
    4) he felt that his memory was limited.

26. The passage can be best described as:
    1) analytical 2) argumentative 3) descriptive 4) narrative

PRACTICE EXERCISE-3

Directions: *Read the passages carefully and answer the questions that follow.*

PASSAGE I

I have often wondered whether man's ability to think might not have arisen from a retrogressive evolutionary step. Instead of the brilliant, incisive and locked-on brain of an animal, some faulty gene gave a muddled, fuzzy indecisive brain that was always making mistakes. The locked-on brain has instant and precise recognition followed by appropriate action. The bee, the hawk and the deer have built-in circuitry that recognises the situation and releases the appropriate action. A fuzzy and blurry brain takes much longer to recognize something. It has to learn from experience and to devise images and a sort of language in order to re-run experience at the moment of action. The fuzzy brain can also make mistakes that allow for inappropriate action and the crossing of lines that leads to creativity. The incapacity of the human baby as compared to the operational efficiency of the newborn fawn is remarkable.

Man's relative stupidity is probably his greatest resource. I believe that within the next 50 years, more will happen to change this than has happened within the last 2,000 years. There are areas in which human thinking has achieved quite remarkable progress. Travelling one day by Concorde, I reflected that the spoonful of mashed potato that I was about to put into my mouth was moving faster than a rifle bullet. It is said that a Sea-Wolf anti-missile is so accurate that it can meet and destroy a 4.5-inch shell in mid-flight. The moon landings were remarkable not only for the fact that astronauts got there and got back safely but also for the fact that millions of people on Earth could watch in detail the astronauts walking on the moon's surface at the precise time that they were doing it. We take for granted the simple telephone and its connecting wires; and yet it is marvellous that a person in London can pick up the telephone and, in a few seconds, be speaking to one selected person out of the many millions living 12,000 miles away in Australia. As for nuclear power, this is possibly the most remarkable of all man's technical achievements. Why then, when we seem to have such effective thinking in the technical area, do we seem to make so little progress in the more human area: we still have wars and crime and inhuman behaviour; we still have poverty and ignorance. Are these areas where thinking can make no difference? Are these areas where only a huge increase in human wealth can so satisfy everybody that all problems are solved? Or are these areas only susceptible to emotional solutions through religious ideology or value changes? Or is it simply that the type of thinking that is so very successful in the technical area is of much less use in the human area? Space exploration is relatively easy to deal with because nothing changes. The gravitational pull of Mars can be calculated centuries in advance and will not have altered by the time a space probe gets there. It could be that human matters are so complicated by interactive change and feedback loops that our ordinary linear thinking is unable to cope.

Advertising is a creative profession because its business is new ideas. Each product is a creation. To some extent, the same goes for television. Yet it has been my experience that some of the

least creative people I have come across have been in advertising and television. This apparent paradox is easy to explain. In physics and in mechanical engineering there are physical laws. So a thinker is free so long as he keeps these laws in mind and juggles them to produce a solution or an explanation. But in the 'soft areas' of advertising and television there are no such laws. So the people in these areas have to create these laws, they create rigid orthodoxies in order to give them something to think with. Then they remain locked into those orthodoxies. When the television mogul said that what was needed were 'some new cliches', he was being both practical and perceptive.

Now it may be that human thinking has evolved in a similar way. In order to make sense of a complex world, human thinking may have developed some habits and orthodoxies, which had a certain usefulness at first but then prevented further progress. It is possible that such basic concepts as truth, meaning, identity and contradiction are examples. I have chosen these because they are at the base of so much of our thinking – not because I am ready to challenge all of them.

1. Which of these questions does the author seek to answer in the passage?
   1) Why is the human mind so complex and complicated?
   2) In spite of the amazing technical achievements why are humans still losing out on wars?
   3) While in the field of science and technology humans have made the impossible possible, why have they failed to put a stop to hatred and violence?
   4) None of the above

2. The television mogul's comment that he wanted 'some new cliches', implies that:
   1) he is confused as to what he wants.
   2) most of the television programmes are contradictions of sorts.
   3) he wants freshness within the accepted orthodoxy.
   4) there is no scope for experimenting in television.

3. A suitable title for the passage could be:
   1) The Human Mind and its Workings
   2) Are We Fit to be Called Intelligent and Progressive?
   3) The Evolutionary Step
   4) The Fuzzy Brain

4. In the first paragraph of the passage, the author seems to suggest that:
   1) animals are unlikely to make any mistakes or take any inappropriate action.
   2) the human mind is incapable of taking meaningful and appropriate actions.
   3) the young one of an animal is far better equipped to deal with its environment than a human child.
   4) None of the above

Passage II

A new breed of robots may boost European milk yields by up to 20 percent – milking cows at more regular intervals and in the absence of farmers.

The robots, created by the Scottish company Ice Robotics, will be the world's first commercial machines modelled on biomimetic locomotion – the imitation of movement patterns in nature – and will be available and affordable to farmers in the next two years, says Bruce Davies, an engineering professor at Heriot-Watt University in Scotland, who is the mind behind this device.

A growing body of research shows that cows give more milk when milked at times of their own preference, which is usually between 11 p.m. and 3 a.m. The new robots, which will work around the clock, can therefore milk cows up to four times a day rather than twice a day, as farmers traditionally do.

Existing milk machines are expensive and also have trouble handling cow teats that hang at an angle, and this angle increases with a cow's ability to yield more milk, says Davies.

The new machines, however, work via a flexible system that is similar to an elephant's trunk. The machines enclose a cow teat with a rubber tube that is further wrapped in a steel tube. There is a vacuum between the steel and rubber, and as this negative pressure varies, the rubber flexes, thereby milking the cow.

The milking robots will be placed so that cows pass through the milking unit in order to reach their hay or fodder. Each cow has a numbered collar around its neck. As it passes through, the robotic machine reads the cow's number and calculates when it was last milked. If appropriate – usually at four to five hour intervals – the robot will automatically milk the cow again.

In preliminary trials, the cows 'loved' the new robots, claims Davies. He envisions vast possibilities for biomimetic robots, aside from those in the dairy industry, from washing machines for pets to exercise suits for astronauts.

5. The difference/s between the existing milking machines and the new ones is/are that:
   1) while the latter are expensive, the former are more inexpensive.
   2) the latter can extract milk more efficiently from cows than the former.
   3) the new machines are biomimetic, the existing ones are not.
   4) Both (2) and (3)

6. Which of the following, if true, would undermine the author's assumption?
   1) The cows give more milk when milked at times of their preference.
   2) Humans cannot milk cows as efficiently as machines.
   3) The cows are not so receptive to robots milking them as to humans.
   4) The cows have shown a preference for being milked at particular times.

7. The last paragraph is indicative of:

1) Davies' optimism.
2) the author's scepticism.
3) euphoria at the new discovery.
4) the author's hope for the new discovery.

8. Where would you be most likely to find this passage?

1) In a journal on agriculture
2) In a science magazine
3) As a blurb
4) In a book on nutrition

9. What type of passage is this?

1) Analytical
2) Narrative
3) Factual
4) Argumentative

Passage III

Animals are distinguished from plants on the basis of their mobility, necessitated by their need to find food, whereas plants survive and grow through photosynthesis, which does not require locomotion. While the relationship between consciousness and matter instantiated in the instinct of animals is sufficient and well adapted to their survival (from the point of view of the species), humans are not adequately equipped in this respect; hence the necessity of something like intelligence, defined by the ability to make tools. Humanity is essentially homo faber. Thus, from the point of view of real, concrete life that Bergson is here embracing, intelligence is essentially defined by its pragmatic orientation (and not speculation, as a dogmatic intellectualist approach would assume). From this, Bergson deduces not only the cognitive structure and the scientific history of intelligence (which he examines in detail), but also its limitations. This essentially pragmatic, hence analytic and quantitative orientation of intelligence precludes its immediate access to the essentially qualitative nature of life. Notice that the distinction between the two tendencies relies on the original distinction between the qualitative and the quantitative multiplicities. In any case, in order that human intelligence may attain true knowledge of the essence of the vital impulse, it will have to proceed by means of a mode of knowing that lies at the opposite end of intelligence, namely, instinct.

Throughout *Creative Evolution*, Bergson's crucial point is that life must be equated with creation, as creativity alone can adequately account for both the continuity of life and the discontinuity of the products of evolution. But now the question is: if humans only possess analytic intelligence, then how are we ever to know the essence of life? Bergson's answer – his third step – is that, because at the periphery of intelligence a fringe of instinct survives, we are able fundamentally to rejoin the essence of life. For, as the tendency and the multiplicity theories made clear, instinct and intelligence are not simply self-contained and mutually exclusive states. They must be called tendencies precisely because they are both rooted in, hence inseparable from, the duration that informs all life, all change, all becoming. There is, therefore, a little bit of instinct surviving within each intelligent being, making it immediately – if only partially – coincide with the original vital impulse. This partial coincidence, as we described above, is what forms the basis of intuition.

Finally, we can return to the question of intuition. Thanks to intuition, humanity can turn intelligence against itself so as to seize life itself. By a very different route than the one we saw before, Bergson shows, once again, that our habitual way of knowing, based in needs, is the only obstacle to knowledge of the absolute. Here he argues that this obstacle consists in the idea of disorder. All theories of knowledge have in one way or another attempted to explain meaning and consistency by assuming the contingency of order. The traditional question, 'Why is there order rather than disorder?' necessarily assumes that the human mind is able to create order mysteriously out of chaos. But, for Bergson, the real question is: 'Order is certainly contingent, but in relation to what?' His answer consists in showing that it is not a matter of order versus disorder, but rather of one order in relation to another. According to Bergson, it is the same reasoning that underlies the ideas of chance (as opposed to necessity), and of nothingness (as opposed to existence). In a word, the real is essentially positive. The real obeys a certain kind of organization, namely, that of the qualitative multiplicity. Structured around its needs and interests, our intelligence fails to recognize this ultimate reality.

However, a fringe of intuition remains dormant most of the time yet capable of awakening when certain vital interests are at stake. The role of the philosopher is to seize those rare and discontinuous intuitions in order to support them, then dilate them and connect them to one another. In this process, philosophy realizes that intuition coincides with spirit, and eventually with life itself. Thus, intuition and intelligence each correspond to tendencies within the human psyche, which, as whole, thereby coincides immediately – if only partially – with the vital impulse. It is only by leaping into intuition that the ultimate unity of mental life appears, for, just as Bergson showed against Zeno, that mobility cannot be reconstructed out of immobility. Here he explains that while one can go from intuition to intelligence by way of diminution, the analytic nature of intelligence precludes the opposite process. Thus Bergson concludes, 'philosophy introduces us into spiritual life'. And at the same time, it shows us the relation of the life of spirit to the life of the body. In a word, it is life in its creativity which unifies the simplicity of spirit with the diversity of matter. And it is a certain kind of philosophy, insofar as it is able to place itself back within the creative impulse, which is capable of realizing the necessary 'complementarity' of the diverse, partial views instantiated in the different branches of scientific knowledge and metaphysical thought – so as to reestablish the absoluteness of knowledge, defined by its coincidence with absolute becoming.

10. According to Bergson, intuition springs from the:

    1) limits of intelligence.
    2) boundaries of instinct.
    3) essence of consciousness.
    4) partial intersection of intelligence and instinct.

11. According to Bergson, the nature and function of intelligence in humans beings is such that we cannot use it to:

    1) understand the qualitative aspect of life.
    2) live like animals.
    3) live instinctively like animals.
    4) create barriers between our consciousness and matter.

12. According to Bergson, our habitual way of knowing prevents us from accessing the absolute since it:

    1) leads us to prefer order to disorder.
    2) leads us to believe that the world is chaotic and our minds can theorize and make sense of it.
    3) it can be known only through becoming absolutely intuitive and one with consciousness.
    4) it is far away from intuition.

13. According to Bergson, the role of the philosopher is:

    1) to deal with various types of intelligence.
    2) to organize all the elements in the human psyche.
    3) more intuitive than intelligent.
    4) to make sense of his sudden and irregular intuitions.

14. Which of the following best describes the content and organization of the passage?

    1) The author is trying to logically make a point on a current issue and is presenting arguments and counter arguments for the same.
    2) The author is trying to present his view on a current issue or situation by recounting his personal experiences.
    3) The author is trying to explain a concept or point of view on an issue.
    4) The author is describing or providing information about a thing, event or idea.

Passage IV

I didn't believe it. I had just downloaded Google's official SEC filing for going public. Typically a company would say it needed to raise some round sum of money. But in Google's filing, the number was $2,718,281,828.

Exactly two billion seven hundred and eighteen million and some dollars. I giggled, for as any student who's tried to forget maths knows, this number (2.718281828) is the constant 'e'. And instead of raising $2.5 billion or $3 billion, Google wanted to raise exactly $e billion.

Apart from winning the hearts of maths buffs, this figure brought forward an important point – why is it that people pretend they need exactly some round figure sum of money? If it's a guess anyway, why don't you say so?

Google has never shied away from being itself. From the dress code – t-shirts and jeans – to the website that has been adamantly simple. While the world has rushed to fill their sites with Flash animations and features, these people have the confidence to speak their minds.

The Google S-1 form – which can be downloaded from www.sec.gov – is a treasure. For a company that did almost a billion dollars in revenues with over $600 million in profits (imagine that!), it's a refreshingly informal talk about their dreams and everything that could go wrong with them. After identifying Microsoft and Yahoo as potential competitors, they confess: 'Both Microsoft and Yahoo have more employees than we do (in Microsoft's case, currently more than 20 times as many).' The prospectus goes on to shatter every notion about how billion dollar companies are supposed to behave. The vast majority of listed firms 'manage' their forecasts and results to fit what analysts expect – and both sides know it's a game of fairy tales.

Google won't play ball. We can't predict the future, they say, and hence we can't give forecasts. So please don't ask us. They paraphrase their hero, Warren Buffet, and say: 'We won't 'smooth' quarterly or annual results: If earnings figures are lumpy when they reach headquarters, they will be lumpy when they reach you.'

The prospectus is a must-read; not many corporates have the gall to say their mission is 'Don't be evil'. This to me is a company that has achieved outstanding success, then looks around, sees suited-booted people from Wall Street telling it what to do, concludes those costumes are from a way of doing things that is obsolete, and rejects them.

Wall Street is sweating. Google has forsaken the traditional way of raising money – of going to investment bankers who would underprice the shares and sell it to favoured customers who would make a huge amount of money when trading opened. Google chose the Net and the Dutch auction process that gives the smallest investor the same right as the biggest ones. When one firm, Goldman Sachs, tried to **schmooze** its way to get the Google IPO mandate, it was summarily fired. This is a company that clearly says I'm not part of your system. And a company with the size and track record to actually change that system.

Thousands of entrepreneurs should watch this IPO closely. If it takes off – I truly hope it will – it can drive a stake through the heart of the '**old, big bank**' way of doing things. It could not just make capital markets freer, more transparent, but also shine a light for other company founders to stand up, say what they believe in, and reject the path of PR gobbledygook.

I see entrepreneurs coming to me, in suits and ties they're not comfortable in, showing slides full of nonsense jargon. I asked one why he was dressed so. 'Sir, all magazines show businessmen dressed this way.' Here's hoping that the pretence and sham of 'formality' won't stop you in what you want to do.

If you're starting a business, you need to win the trust of people around you. If you dress and speak like someone you're not, they can see through you. If you prefer being in kurtas and speaking in Bhojpuri, do so. If you're a clown at heart, it's far better to be one, than become another statistic in this world full of clones.

15. What is the main argument made by the author in the above passage?

1) New age entrepreneurs should adopt unconventional ways of doing things.
2) Companies should focus on what they are good at.
3) Firms thinking of raising money from the markets should be more transparent and avoid any sham or hypocrisy.
4) It is better to be simple, straight-forward and honest than being a put-on.

16. What does the phrase 'old big bank' in the passage signify?

1) The process of raising money on the Wall Street has become old and stale.
2) The practice of approaching select big investment banks for IPOs.
3) The slow and boring way of doing things in business.
4) The banks on Wall Street.

17. According to the passage, Wall Street has a reason to worry because:

1) investment banks would lose their favoured customers.
2) now they would not have the mandate to underprice shares and hence make profit.
3) the auction method for IPO adopted by Google would give the smallest investor the same right as the biggest ones.
4) Google has shunned the traditional way of raising money and others may follow it.

18. The writer could be:

1) a banker.
2) a venture capitalist.
3) an entrepreneur.
4) a journalist.

19. The word 'schmooze' in the given passage means:

1) 'desperately try to get in some place'.
2) 'to talk in a friendly and informal way'.
3) 'using unfair means to do something'.
4) 'to pass by speedily'.

Passage V

Nowadays, most of the business is transacted on credit. People no more require to carry hard cash with them in order to fulfil their wants through the act of purchase. This has led to the emergence of the concept of 'consumer credit'.

Consumer credit refers to credit in some form given to the consumers. It is a way of financing a client on condition of a deferred payment, at a later date or within a particular period of time.

The businesses that provide consumer credit facilities need to comply with some regulations as laid down by the laws of the state. It is equally applicable to specialist credit businesses like credit card providers and money lenders to mail-order businesses or shops that permit the customers to

buy on credit or lease out or hire goods. That is, the enterprises that give consumer credit facilities have to have a valid consumer credit licence from the Office of Fair Trading (OFT). It is a mark of assurance to the customer that the business firm certified by OFT is fit to serve the customers.

Let us see which all businesses require a consumer credit licence as a mandatory requirement by the law. The businesses that sell on credit, lease out or hire goods for over a period of 3 months, lend dollars, are involved in credit card selling, arrange credit for others, provide hire/purchase commodities, collect debts, and give advice on the credit standing of others, come under the purview of a consumer credit licence.

But those who lend amounts or hire goods for a cost more than a fixed amount, those deal only with limited companies and those allow the clients to pay back the amount in four or lesser instalments are exempted from the consumer credit licence.

Ideally one should check the guidelines from the OFT website to find out clearly which all businesses need a consumer credit licence. Remember, to trade without a consumer credit license when you are required to earn one is a crime that invites a fine or a prison term or both.

Consumer credit licence is valid for a fixed time period (5 years or so) and is required by the business to renew it after its expiry. However, the OFT can revoke, suspend or change the licence at any point of time. The decision to do so is at the exclusive discretion of the authority. All the consumer credit licence holders will be listed in the Consumer Credit Register, which is given free of cost to the public.

If the business consists of many companies, each trading in any of the categories, then each of the firms requires a separate licence. Also, the OFT has laid down rules regarding advertising credit and credit agreements which have been furnished in the OFT website.

The government and the regulatory body assume that it is the duty of the business to keep themselves informed about the rules and regulations that govern their enterprises. Any breach of conduct can result in hefty fines and prison terms. It is all about being law-obedient and straight.

20. What does OFT stand for?

1) Office of Financial Trading
2) Office of Fair Trading
3) Operations of Fair Trade
4) Office of Foreign Transactions

21. Which of the following statements is true in the light of the given passage?

1) If a business consists of many companies, each dealing in any of the categories as per the OFT rules and regulations, then each of the firms need not obtain separate licences.
2) The Consumer Credit Register contains the list of types of businesses exempted from the consumer credit licence.
3) Any breach of rules and regulations laid by OFT leads to only fine impositions.
4) The Consumer Credit Register contains the list of consumer credit licence holders.

22. Which of the following do not fall under the purview of consumer credit licence?

1) Businesses involved in credit card selling
2) Businesses that lend dollars
3) Businesses that give advice on the credit standing of others
4) Businesses that deal with limited companies

23. Suggest a suitable title for the passage.

1) Introduction to Consumer Credit
2) Introduction to Credit Card Business
3) How to Start a Credit Card Business
4) Functions of OFT

PRACTICE EXERCISE-4

Directions: *Read the passages carefully and answer the questions that follow.*

PASSAGE I

Since the beginning of time, people have yearned to explore the unknown, chart where they have been, and contemplate what they have found. The maps we make of these treks enable the next explorers to push ever farther the boundaries of our knowledge – about the earth, the sea, the sky, and indeed, ourselves. On a new quest to chart the innermost reaches of the human cell, scientists have now set out on biology's most important mapping expedition: the Human Genome Project. Its mission is to identify the full set of genetic instructions contained inside our cells and to read the complete text written in the language of the hereditary chemical – DNA (deoxyribonucleic acid). As part of this international project, biologists, chemists, engineers, computer scientists, mathematicians, and other scientists will work together to plot out several types of biological maps that will enable researchers to find their way through the **labyrinth** of molecules that define the physical traits of a human being.

Packed tightly into nearly every one of the several trillion body cells is a complete copy of the human 'genome' – all the genes that make up the master blueprint for building a man or woman. One hundred thousand or so genes sequestered inside the nucleus of each cell are parcelled among the 46 sausage-shaped genetic structures known as chromosomes.

New maps developed through the Human Genome Project will enable researchers to pinpoint specific genes on our chromosomes. The most detailed map will allow scientists to decipher the genetic instructions encoded in the estimated 3 billion base pairs of nucleotide bases that make up human DNA. Analysis of this information, likely to continue throughout much of the 21st century, will revolutionize our understanding of how genes control the functions of the human body. This knowledge will provide new strategies to diagnose, treat and possibly prevent human diseases. It will help explain the mysteries of embryonic development and give us important insights into our evolutionary past.

The development of gene-splicing techniques over the past 20 years has given scientists remarkable opportunities to understand the molecular basis of how a cell functions, not only in disease, but in everyday activities as well. Using these techniques, scientists have mapped the genetic molecules, or genes, that control many life processes in common micro-organisms. Continued improvement of these biotechniques has allowed researchers to begin to develop maps of human chromosomes, which contain many more times the amount of genetic information than those of micro-organisms. Though still somewhat crude, these maps have led to the discovery of some important genes.

By the mid-1980s, rapid advances in chromosome mapping and other DNA techniques led many scientists to consider mapping all 46 chromosomes in the very large human genome. Detailed, standardized maps of all human chromosomes and knowledge about the nucleotide sequence of

human DNA will enable scientists to find and study the genes involved in human diseases much more efficiently and rapidly than has ever been possible. This new effort – the Human Genome Project – is expected to take 15 years to complete and consists of two major components. The first – creating maps of the 23 pairs of chromosomes – should be completed in the first 5 to 10 years. The second component – sequencing the DNA contained in all the chromosomes – will probably require the full 15 years.

Although DNA sequencing technology has advanced rapidly over the past few years, it is still too slow and costly to use for sequencing even the amount of DNA contained in a single human chromosome. So while some genome project scientists are developing chromosome maps, others will be working to improve the efficiency and lower the cost of sequencing technology. Large-scale sequencing of the human genome will not begin until those new machines have been invented.

Most inherited diseases are rare, but taken together, the more than 3000 disorders known to result from single altered genes, rob millions of healthy and productive lives. Today, little can be done to treat, let alone cure, most of these diseases. But having a gene map in hand allows scientists to study its structure and characterize the molecular alterations, or mutations that result in disease. Progress in understanding the causes of cancer, for example, has taken a leap forward by the recent discovery of cancer genes. The goal of the Human Genome Project is to provide scientists with powerful new tools to help them clear the research hurdles that now keep them from understanding the molecular essence of other tragic and devastating illnesses, such as schizophrenia, alcoholism, Alzheimer's disease and manic depression.

Gene mutations probably play a role in many of today's most common diseases, such as heart disease, diabetes, immune system disorders and birth defects. These diseases are believed to result from complex interactions between genes and environmental factors. When genes for diseases have been identified, scientists can study how specific environmental factors, such as food, drugs, or pollutants interact with those genes.

Once a gene is located on a chromosome and its DNA sequence worked out, scientists can then determine which protein the gene is responsible for making and find out what it does in the body. This is the first step in understanding the mechanism of a genetic disease and eventually conquering it. One day, it may be possible to treat genetic diseases by correcting errors in the gene itself, replacing its abnormal protein with a normal one, or by switching the faulty gene off.

Finally, Human Genome Project research will help solve one of the greatest mysteries of life: How does one fertilized egg 'know' to give rise to so many different specialized cells, such as those making up muscles, brain, heart, eyes, skin, blood, and so on? For a human being or any organism to develop normally, a specific gene or sets of genes must be switched on in the right place in the body at exactly the right moment in development. Information generated by the Human Genome Project will shed light on how this intimate dance of gene activity is choreographed into the wide variety of organs and tissues that make up a human being.

1. Where in the human body are the genomes placed?
   1) In the tissues and organs
   2) Inside the fertilized egg
   3) Inside the nucleus of each cell
   4) None of the above

2. What findings would the location of a gene and its DNA sequence lead to?
   1) The scientists can determine which protein is made by that gene and its function in the body.
   2) They would help in understanding how genes control the metabolic functions of a human body.
   3) They would go a long way in preventing many hereditary illnesses.
   4) None of the above

3. Having a gene map in hand allows the scientists to:
   1) trace the lineage of a family, and decipher the resemblances to the ancestors.
   2) find the cure for various illnesses like tuberculosis.
   3) study the molecular alterations or mutations that define the physical traits of a person.
   4) find a cause for birth defects.

4. The passage starts with a comparison and the movement of thought is from:
   1) the specific to the general.
   2) the biological to the physiological.
   3) the biological to the logical.
   4) the general to the specific.

5. Suggest a suitable title for the passage.
   1) The Man and the Gene
   2) The Science of Genealogy
   3) Genes – All the Mysteries of the Human Body Unravelled
   4) The Genome Research – A Journey into our Chromosomes

6. Which of the following words cannot replace the word ‘labyrinth’ as used in this passage?
   1) Maze
   2) Chaos
   3) Network
   4) Tangle

Passage II

Arguments usually follow patterns; that is, there are certain things we typically do and do not do in arguing. The fact that we in part conceptualise arguments in terms of battle systematically influences the shape arguments take and the way we talk about what we do in arguing. Because the metaphorical concept is systematic, the language we use to talk about that aspect of the concept is systematic.

In this Argument is War metaphor, expressions from the vocabulary of war, e.g. attack a position, indefensible, strategy, new line of attack, win, gain ground, etc., form a systematic way of talking about the battling aspects of arguing. It is no accident that these expressions mean what they mean when we use them to talk about arguments. A portion of the conceptual network of battle partially characterises the concept of an argument, and the language follows suit. Since metaphorical expressions in our language are tied to metaphorical concepts in a systematic way, we can use metaphorical linguistic expressions to study the nature of metaphorical concepts and to gain an understanding of the metaphorical nature of our activities.

To get an idea of how metaphorical expressions in everyday language can give us insight into the metaphorical nature of the concepts that structure our everyday activities, let us consider the metaphorical concept *Time is Money* as it is reflected in contemporary English.

TIME IS MONEY
You're wasting my time.
This gadget will save you hours.
I don't have the time to give you.
How do you spend your time these days?
That flat tyre cost me an hour.
I've invested a lot of time in her.
I don't have enough time to spare for that.
You're running out of time.
You need to budget your time.
Put aside some time for ping pong.
Is that worth your while?
Do you have much time left?
He's living on borrowed time.
You don't use your time profitably.
I lost a lot of time when I got sick.
Thank you for your time.

Time in our culture is a valuable commodity. It is a limited resource that we use to accomplish our goals. Because of the way that the concept of work has developed in modern Western culture, where work is typically associated with the time it takes and time is precisely quantified, it has become customary to pay people by the hour, week or year. In our culture *Time is Money* in many ways: telephone message units; hourly wages; hotel room rates; yearly budgets; interest on loans; and paying your debt to society by 'serving time'. These practices are relatively new in the history of the human race, and by no means do they exist in all cultures. They have arisen in

modern industrialised societies and structure our basic everyday activities in a very profound way. Corresponding to the fact that we act as if time is a valuable commodity – a limited resource, even money – we conceive of time that way. Thus, we understand and experience time as the kind of thing that can be spent, budgeted, invested wisely or poorly, saved, or squandered.

Time is Money, *Time is a Limited Resource*, and *Time is a Valuable Commodity* are all metaphorical concepts. They are metaphorical since we are using our everyday experiences with money, limited resources, and valuable commodities to conceptualise time. This isn't a necessary way for human beings to concept-ualise time; it is tied to our culture. There are cultures where time is none of these things.

The metaphorical concepts *Time is Money*, *Time is a Resource*, and *Time is a Valuable Commodity* form a single system based on sub-categorisation, since in our society money is a limited resource and limited resources are valuable commodities. These sub-categorised relationships characterise entailment relationships between the metaphors. *Time is Money* entails that *Time is a Limited Resource*, which entails that *Time is a Valuable Commodity*.

We are adopting the practice of using the most specific metaphorical concept, in this case *Time is Money*, to characterise the entire system. Of the expressions listed under the *Time is Money* metaphor, some refer specifically to money (spend, invest, budget, profitably, cost), others to limited resources (use, use up, have enough of, run out of), and still others to valuable commodities (have, give, lose, thank you for). This is an example of the way in which metaphorical entailments can characterise a coherent system of metaphorical expressions for those concepts.

7. According to the author, the difference between a metaphor and a metaphorical concept is:
   1) one follows a pattern, the other does not.
   2) a concept is systematic but a simple metaphor need not be.
   3) a metaphor is the language used while employing a metaphorical concept.
   4) None of the above

8. Which of the following would the author agree with most strongly?
   1) Arguments follow patterns because we tend to treat them like battles.
   2) The *Argument is War* metaphor is so strong that all aspects of an argument can be described in terms of a battle.
   3) The metaphor is systematic because arguments follow patterns.
   4) None of the above

9. Which one of the following expressions involves a metaphor?
   1) She didn't like the way he looked at her.
   2) If you do this, your brand will become more successful.
   3) At first glance, the pool looked unpopulated.
   4) None of the above

10. According to the author, metaphorical linguistic expressions are:

1) easier to analyse than metaphorical concepts.
2) language-specific whereas metaphorical concepts are not.
3) reflections of *Time is Money* in contemporary English.
4) None of the above

11. Mark the correct match.

1	*Time is Money*	I	cost, use, use up
2	*Time is a Limited Resource*	II	run out of, use, have enough of
3	*Time is a Valuable Commodity*	III	give, thank you for, lose

1) 1-II, 2-I, 3-III
2) 1-I, 2-II, 3-III
3) 2-II, 3-III
4) None of the above

Passage III

About suffering they were never wrong,
The Old Masters: how well they understood
Its human position; how it takes place
While someone else is eating or opening a window or just walking dully along;
How, when the aged are reverently, passionately waiting
For the miraculous birth, there always must be
Children who did not specially want it to happen, skating
On a pond at the edge of the wood:
They never forgot
That even the dreadful martyrdom must run its course
Anyhow in a corner, some untidy spot
Where the dogs go on with their doggy life and the torturer's horse
Scratches its innocent behind on a tree.
In Brueghel's *Icarus*, for instance: how everything turns away
Quite leisurely from the disaster; the plowman may
Have heard the splash, the forsaken cry,
But for him it was not an important failure; the sun shone
As it had to on the white legs disappearing into the green
Water; and the expensive delicate ship that must have seen
Something amazing, a boy falling out of the sky,
Had somewhere to get to and sailed calmly on.

12. Which of the following best sums up the idea of the first four lines of the poem?

1) Suffering is a universal phenomenon which generates universal reaction.
2) Suffering has a human face.
3) The Old Masters could only tolerate suffering because they knew the root of all suffering.
4) While one person suffers, others go on with their mundane activities.

13. According to the poem, how are the old men different from the children?

1) The old people eagerly wait for momentous episodes in the human history, whereas the young people do not show any enthusiasm for such happenings.
2) The young people eagerly wait for momentous episodes in human history, whereas the old ones do not show any enthusiasm for such happenings.
3) The old people have enormous time to ponder over the smallest of happenings whereas the young people like to indulge in sports to while away their time.
4) The old people are more interested in the birth of a person, whereas the young people derive inspiration from the martyrdom of famous people.

14. The two lines: 'Where the dogs go on with their doggy life and the torturer's horse /Scratches its innocent behind on a tree.' indicate:

1) the filth and untidiness that encompass us.
2) general apathy to the happenings around.
3) dogs have a wretched life on this earth.
4) horses have always tortured the dogs.

15. What kind of a description does the poet gives us here?

1) Picturesque 2) Gloomy 3) Extraordinary 4) Arabesque

16. What can we say about the end of the poem?

1) It ends on a note of inspiration.
2) It ends on a positive note.
3) It ends on a calm and passive note.
4) It ends on a note of exaltation.

Passage IV

A Short History of Rudeness (Picador) is a thoughtful and witty book, an examination of manners, American-style. It draws on an impressive variety of sources. Obviously, as Mark Caldwell says, manners, are a subject 'every-one cares about', but it is difficult to recall a single book in which they are discussed as comprehensively and intelligently as in this one.

As Caldwell understands, manners are at once simple and complex, and his attempt to characterize them takes this into account: 'Manners, good and bad, pervade so much of daily life that at times they seem to embrace everything – considerateness and selfishness, freedom and anarchy, birth and death, cooking and upholstery, crime and punishment, linens and sex. Manners are trivial, profound and amorphous beyond compassing. Manners are what is left when serious issues of human relations are removed from consideration; yet without manners, serious human relations are impossible.'

Dip your toe into the murky waters of manners, and soon enough you'll find yourself dragged in right down, or up, to your hat. If manners were only about when (not to mention how!) to use fish knives or whether to walk on the street side of your female companion, perhaps they would be simple and subject to comfortable 'rigidities and fiats'. But manners are also about morals, and ethics, and mobility both physical and social, and class, and the workplace, and a great many other subjects that introduce ambiguity and uncertainty, rather than clarity, into the equation.

Caldwell begins his journey through the mysteries of manners with a brief recollection of two New Yorkers who thrived early in the century. One, Colonel William d'Alton Mann, published a scandalous weekly, *Town Topics*, that excoriated the high and mighty in a 'personal, vicious, salacious' style; the other was Emily Post, whose famous book, *Etiquette* (1922), 'addressed frankly a widening conviction among Americans that good conduct and morality were becoming unglued from each other'. The two regarded each other with hostility, but:

Mann and Post, had they ever met, could nonetheless have seen eye to eye on one key point. Both took manners seriously; neither thought them a trivial study; both saw them as indissolubly linked to the gravest issues of morality. Blackmailer and extortionist he may have been, but a genuine moral indignation fuelled Mann's attack on the hypocrisy of the gilded class he'd stealthily invaded. He despised the perverse misuse of social polish as a cover for vice. Manners, he thought, ought to reflect morals and reinforce them, not cover up for their absence. And Post, though she belonged to that class by unassailable birthright, agreed emphatically as to the moral importance of manners and the extent to which her compatriots often casually betrayed them. 'The code of ethics,' Emily Post wrote, 'is an immutable law of etiquette.' True good manners were therefore the reverse of vacuous rituals. 'The code of a thoroughbred,' she continued, '... is the code of instinctive decency, ethical integrity, self-respect and loyalty.'

At present, the connection between manners and morals is a central theme of the political and/or social conservatives – Himmelfarb, John Silber, William Bennett – who have been the most forceful and prominent advocates of what might be called the moral life. Caldwell, though he has – and what a relief it is! – no ideological axes to grind, seems to be rather to the left of the aforementioned, but this does not prevent him from examining their arguments sympathetically and dispassionately. 'Manners are related to morals,' he writes; 'thus far the conservatives, from (Edmund) Burke to Himmelfarb and Silber, are right. But the link is far more deceptive, sinuous, and complicated than is usually admitted by those who yearn to restore some hypothetical lost bond between civility and ethics.' What is moral to one person or group may be immoral to another person or group, and all parties to the disagreement may have legitimate, persuasive reasons for what they believe, which is to say that what is mannerly to some will be unmannerly to others, and in many instances there simply is no way to reconcile their differences.

Not merely that, but there is 'the close and troublesome linkage between manners and class'. Manners 'have immemorially served both as a badge of entry into an elite class and a barrier against encroachments by the declasse', but 'in America, values if not realities are egalitarian, and the persistence of sharp class distinctions is therefore a source of discomfort'; to wit: 'if manners are moral, and a rigid class system is immoral, then how can good manners not only coexist with, but depend upon class?'

Complicating the issue still further is the relationship of manners to that most central of all American locations, the workplace.

Which leaves us to ponder the state of manners today, as we lurch into the next millennium in what seems – or so most critics and commentators, yours truly included, would have us believe – a most unmannerly fashion. There's all that rudeness and crudeness on the Internet, in pop music, in late-night cable television and daytime talk shows, in politics and sports and God knows what else. Is the end of manners really at hand?

Caldwell, rather surprisingly, thinks not. The human instinct for civil behaviour, he believes, is powerful. 'First,' he says, 'civility is more adaptable and inventive than we give it credit for; it can take root even in the most unpromising soil. And second, as soon as we adjust ourselves to new manners, and begin to think them natural or even inevitable, they crumble in our grip, as if change and instability were part of their very existence....' What is perhaps most surprising of all is that he finds hope in the person of Martha Stewart, looking past her rank commercialism and self-promotion and finding an agenda that 'seems not to imitate upperclass manners, but rather to separate the art of civilized living from class; to relocate it ... to a schooling in good taste that anybody might acquire with thought and careful study'.

This is, for those of us who delight in beating up on the sainted Martha, a difficult analysis to confront, but it is astute and original, and it is probably correct. In that it is of a piece with everything else in *A Short History of Rudeness*, which seems to me the definitive book on its subject, at least for the moment, and a splendidly readable one as well. If I have quoted too frequently from it, it is because Mark Caldwell's prose, like his insights, is entirely irresistible.

17. Which of the following is true?
    1) *A Short History of Rudeness* is an American style examination of manners.
    2) *A Short History of Rudeness* is an examination of American style manners.
    3) *A Short History of Rudeness* is a witty book, from the point of view of its author.
    4) None of the above

18. In citing the specific things that manners at times seem to embrace, Caldwell's aim is to:
    1) be exhaustive with his illustrations and instances.
    2) suggest the range of things influenced by manners.
    3) establish the ways in which manners have changed our lives.
    4) hold out manners as the deciding factor in all spheres of human life.

19. Which of the following is the best paraphrasing of the last sentence of the second paragraph?
    1) Manners exist without serious human relations, but not vice versa.
    2) Serious human relations exist without manners, but not vice versa.
    3) Serious human relations can exist without manners, but not vice versa.
    4) Manners can exist in the absence of serious human relations, but not vice versa.

20. The highlighted section in paragraph 3 of the passage is an example of:

1) a figurative usage of language.
2) a literal usage of language.
3) Neither (1) nor (2)
4) Both (1) and (2)

21. Which of the following pairs of terms have been used interchangeably in the course of the passage?

1) 'good conduct' and 'morality'
2) 'social polish' and 'vice'
3) 'high and mighty' and 'gilded class'
4) None of the above

22. Caldwell's main point is to remind us of:

1) the ineluctable linkage between manners and morality.
2) the subjective nature of morality itself.
3) the crudeness inherent in the day-to-day life of modern Americans.
4) the great importance of his opus in an effort to chart the history of crudeness.

23. Caldwell's hope that manners would survive against all odds is grounded, says the author, in:

1) his belief in the everlasting nature of civility.
2) his admiration of the person called Martha Stewart.
3) the possibility of separating manners from social class.
4) All of the above.

PRACTICE EXERCISE-5

Directions: *Read the passages carefully and answer the questions that follow.*

PASSAGE I

As scientific debates go, the war of words over the genetic roots of violence has itself been marked by unusual violence. It has damaged careers, provoked comparisons with Nazi pogroms, and prompted bitter talk of science being corrupted by political correctness. It has also sparked passionate statements about racists, Luddites, etc. This is the stuff of great fiction.

But it's true. And the arguments are only likely to get fiercer as violence in America continues to rise.

Let's leave aside for the moment the question of whether a convincing connection can yet be made between certain genes and violent behaviour. Even without conclusive evidence that it can, heated questions are being raised. Will the government try to screen people to see if they have genes that incline them to violence? If people do have such a gene, can they be forced into medical therapy? What if tests are used selectively to screen minority children, on the grounds that a growing number of American prison inmates are black or Hispanic? 'Research into genetic factors has tremendous impact, and it is likely to yield controversial findings that are highly susceptible to abuse and misunderstanding,' says David Wasserman, who teaches philosophy of law, medicine, and social science at the University of Maryland's Institute of Philosophy and Public Policy.

Wasserman knows what he is talking about; he has already been burned by the debate. A 1992 conference he planned on 'genetic factors in crime' had its federal funding yanked after it was denounced for fostering racial prejudice and promoting a 'modern-day version of eugenics'. Research presented at the conference, its more vehement opponents protested to the *New York Times*, 'would inevitably target minority children in the inner city in the guise of preventing future crime'.

Wasserman adamantly denies those charges. 'Scientists were brought to this subject by legitimate curiosity,' he says. 'They did not wake up one day having been mugged and say, 'Let's see if there is a gene responsible for crime.' Scientists see themselves as increasing understanding of human behaviour – though they may be naive about the implications of their research and the political agendas it might further.'

Ironically, current efforts to assess what role biology and genetics might play in violent human behaviour started out with the best of intentions, at least from the point of view of the people behind them.

Among them were some exploring the link between aggressive behaviour and disturbances in levels of a chemical called serotonin. Gerald L. Brown, a psychiatrist who is clinical director of the National Institute on Alcohol Abuse and Alcoholism, explains that serotonin transmits nerve signals in the brain and is important in regulating sleep, sexual behaviour, appetite and impulsivity. In 1979,

Brown was part of the team that first suggested an association between low levels of serotonin and out-of-control aggressive behaviour in a group of U.S. military men. Serotonin depletion appears to have a disinhibiting effect, says Brown, and studies have repeatedly implicated it in explosive, destructive, impulsive behaviour, including suicide. 'A more familiar word might be 'violent',' he adds, 'but violent is not a scientific term; it's descriptive.'

Many things can apparently influence serotonin production, though race isn't one of them. Serotonin levels are 20 to 30 per cent lower in men than in women. They are high in newborns, low in adolescents, and then rise again with age – a pattern that seems to fit with the stereotype of the impulsive teenager. A diet high in L-tryptophan, an amino acid needed to make serotonin, can boost levels of the neurotransmitter in animals. Some studies tentatively suggest that animals subjected to stressful environments make less serotonin, raising the possibility that the same might happen in humans living under the gun, whether on the battlefield or in poor, crime-ridden neighbourhoods.

1. Which of the following statements would falsify the claim made in the last paragraph of this passage?

   1) But there's a suspicion that genes, too, influence serotonin metabolism and behaviour, making certain people more susceptible to impulsivity, especially under stress.
   2) It is possible that low serotonin makes human beings more violence prone than they otherwise would have been.
   3) Race and gender have little to do with the production of serotonin in humans and animals.
   4) According to some studies, serotonin levels in residents of inner-city ghettos were found to be significantly lower than those of affluent suburban people.

2. Which of the following is a viable conclusion to the debate on whether scientists should look for connections between genes and violent behavioural patterns?

   1) If the state feels that scientists are unduly stressing on the genetic aspect in their search for answers to violence, then such research ought to be summarily stopped.
   2) There is a definite connection between genes and violent behavioural patterns amongst the adolescents and the way out of criminality is to find out how genes contribute to violence.
   3) It is not really possible to research the connection between genes and violence without demonising or stereotyping certain minorities.
   4) Genetic research on violence has to be seen in the context of a society desperately seeking solutions to violent crime.

3. With which of the following statements would the author be most likely to concur?
   1) Serotonin depletion in human beings could lead to a sizeable reduction in violent tendencies.
   2) One way of controlling violence amongst the Black people and other minorities is genetic screening.
   3) It is not for the scientists to either frame or flaunt social policies; their job is to conduct an ethical scientific enquiry into causes of social aggression.
   4) Serotonin deficiency or reduction is the only cause of social aggression amongst both humans and animals.

4. Which of the following statements CANNOT be proved on the basis of what is mentioned in this passage?
   1) All aggressive people have low seroton in levels.
   2) People living in war-torn areas or those under undue stress have serotonin levels similar to those of animals.
   3) Low serotonin levels are by their very nature connected to genetics.
   4) All of the above.

5. The author could go on to discuss in the paragraph following the concluding paragraph all of the following EXCEPT:
   1) how serotonin disturbances are likely to induce violent behaviour.
   2) the connections between gene defects associated with abnormal serotonin metabolism.
   3) ways in which serotonin is produced by the human body.
   4) look at ways in which serotonin abnormalities can be treated.

Passage II

Reengineering capitalizes on the same characteristics that have traditionally made Americans such great business innovators: individualism, self-reliance, a willingness to accept risk and a propensity for change. Business reengineering, unlike management philosophies that would have 'us' become more like 'them', doesn't try to change the behaviour of American workers and managers. Instead, it takes advantage of American talents and unleashes American ingenuity.

At the heart of business reengineering lies the notion of *discontinuous thinking* – identifying and abandoning the outdated rules and fundamental assumptions that underlie current business operations. Every company is replete with implicit rules left over from earlier decades: 'Customers don't repair their own equipment.' 'Local warehouses are necessary for good service.' 'Merchandising decisions are made at headquarters.' These rules are based on assumptions about technology, people and organizational goals that no longer hold. Unless companies change these rules, any superficial reorganizations they perform will be no more effective than dusting the furniture in Pompeii.

How did the concept of business reengineering evolve and how did we develop a methodology for performing it? Nearly ten years ago, we began to notice that a few companies had dramatically improved their performance in one or more areas of their business by radically changing the ways in which they worked. These companies had not changed the businesses they were in; rather, they had significantly altered the processes they followed in those businesses – or even replaced these old processes entirely.

Simultaneously, we were actively engaged in helping some of our clients develop new techniques that would allow them to survive – or even thrive – in an increasingly harsh competitive climate. To do so, businesses had to be willing to look across and beyond functional departments to processes – no easy task in corporations that had been for years committed to traditional methods of organization. (By 'process', we simply mean a set of activities that, taken together, produce a result of value to a customer – developing a new product, for example.) Almost always, this process change was accompanied by an equally radical change in the shape and character of those parts of the organization that were involved in performing it. It struck us that these companies were achieving dramatic results in part because they would accept nothing less.

We decided to look closer. We wanted to understand why these organizations chose radical change over the less painful remedy of steady, incremental improvements that most businesses usually prefer. We wanted to look for commonalties, if any, in the techniques these companies used to effect their changes. What worked and why? What didn't work and why not? Were these techniques transferable to other organizations in other lines of business? Could they be applied to companies as a whole instead of only to small, discrete parts of an organization?

We discovered that most of the companies we examined that had succeeded in radically changing one or more of their processes had, albeit unknowingly, used a common set of tools and tactics. Conversely, when companies tried but failed to achieve dramatic operating improvements, it was usually for one or more of the same reasons.

We discovered as well that the most impressive companies we examined – those that were aiming for more than a little improvement and succeeding – were asking themselves a different question from that asked by other organizations: They weren't asking 'How can we do what we do faster?' or 'How can we do what we do better?' or 'How can we do what we do at a lower cost?' Instead, they were asking 'Why do we do what we do at all?'

Why, indeed?

That is the question we began to pose to companies across the United States, and the answers that we received were startlingly revealing. We found that many tasks that employees performed had nothing at all to do with meeting customer needs – that is, creating a product high in quality, supplying that product at a fair price, and providing excellent service. Many tasks were done simply to satisfy the internal demands of the company's own organization.

Little by little, by examining the experiences of many companies, we were able to discern the patterns of actions that led to success and those that didn't, and gradually we could see a set of procedures for effecting radical change take shape. Eventually, we gave this set of procedures a name. We called it Business Reengineering. Then we worked out an approach that managers and leader of other companies can use in their own organizations. Now, dozens of companies are actively engaged in reengineering all or parts of their operations.

Reengineering, we are convinced, can't be carried out in small and cautious steps. It is an all-or-nothing proposition that produces dramatically impressive results. Most companies have no choice but to muster the courage to do it. For many, reengineering is the only hope for breaking away from the ineffective, antiquated ways of conducting business that will otherwise inevitably destroy them.

6. The authors noticed that the performance of some companies had dramatically improved because these companies:

   I. significantly altered the processes they followed in their businesses.
   II. developed new products that produced results of value for their customers.
   III. had deliberately used a common set of tools and tactics to improve their performance.
   IV. had asked themselves different and more relevant questions from those asked by other organizations.
   V. simply accomplished tasks created to satisfy the internal demands of the organization.

   1) I and III 2) II and IV 3) I and IV 4) I and V

7. The authors imply that 'steady, incremental improvements' in most businesses:

   I. are less painful, therefore better.
   II. are less painful, but not effective in the prevailing business scenario.
   III. are preferable in an increasingly harsh competitive climate.
   IV. do not produce results as dramatic as those produced by an all-or-nothing approach to change.
   V. result in processes that produce a result of value to the customer.

   1) III and IV 2) II and IV 3) I and V 4) III and V

8. The authors cite which of the following premises as the main support for their case for re-engineering?

   1) Reengineering capitalizes on the same characteristics that have made Americans such great business innovators.
   2) Reengineering does not try to change the behaviour of American workers.
   3) Reengineering breaks away from the ineffective, antiquated ways of conducting business that would otherwise destroy companies.
   4) Reengineering helps in performing tasks more efficiently.

9. Which of the following could be cited as an example of discontinuous thinking?
   1) Customers don't repair their own equipment.
   2) The shopfloor foreman can be empowered to take production-related decisions.
   3) Merchandising decisions are made at the headquarters.
   4) Both (1) and (3)

10. Business Reengineering is:
   1) the only hope for breaking away from the ineffective, antiquated ways of conducting business.
   2) a doctrine that produces impressive, startling results.
   3) a set of procedures to bring out radical change in an organization.
   4) All of the above.

Passage III

During World War II, study groups of the State Department and Council on Foreign Relations developed plans for the postwar world in terms of what they called the 'Grand Area', which was to be subordinated to the needs of the American economy.

The Grand Area was to include the Western Hemisphere, Western Europe, the Far East, the former British Empire (which was being dismantled), the incomparable energy resources of the Middle East (which were then passing into American hands as we pushed out our rivals France and Britain), the rest of the Third World and, if possible, the entire globe. These plans were implemented, as opportunities allowed.

Every part of the new world order was assigned a specific function. The industrial countries were to be guided by the 'great workshops', Germany and Japan, who had demonstrated their prowess during the war (and now would be working under US supervision).

The Third World was to 'fulfil its major function as a source of raw materials and a market for the industrial capitalist societies, as a 1949 State Department memo put it. It was to be 'exploited' (in Kennan's words) for the reconstruction of Europe and Japan (The references are to Southeast Asia and Africa, but the points are general).

Kennan even suggested that Europe might get a psychological lift from the project of 'exploiting' Africa. Naturally, no one suggested that Africa should exploit Europe for its reconstruction, perhaps also improving its state of mind. These declassified documents are read only by scholars, who apparently find nothing odd or jarring in all this.

The Vietnam War emerged from the need to ensure this service role. Vietnamese nationalists didn't want to accept it, so they had to be smashed. The threat wasn't that they were going to conquer anyone, but that they might set a dangerous example of national independence that would inspire other nations in the region.

The US government had two major roles to play. The first was to secure the far-flung domains of the Grand Area. That required a very intimidating posture, to ensure that no one interferes with this task – which is one reason why there's been such a drive for nuclear weapons.

The government's second role was to organise a public subsidy for high technology industry. For various reasons, the method adopted has been military spending, in large part.

Free trade is fine for economics departments and newspaper editorials, but nobody in the corporate world or the government takes the doctrines seriously. The parts of the US economy that are able to compete internationally are primarily the state-subsidised ones: capital-intensive agriculture (agribusiness, as it's called), high-tech industry, pharmaceuticals, biotechnology, etc.

The same is true of other industrial societies. The US government has the public pay for research and development and provides, largely through the military, a state-guaranteed market for waste production. If something is marketable, the private sector takes it over. That system of public subsidy and private profit is what is called *free enterprise*.

11. Why, according to the writer, did the Vietnam War happen?
    1) The Vietnamese set a bad example of national interdependence for the other nations of the region.
    2) They were all set to conquer the world.
    3) The Vietnamese did not accept their designated role which essentially made them victims of exploitation.
    4) They had gradually become a power to reckon with.

12. What did Kennan suggest?
    1) Africa should not exploit Europe for its reconstruction.
    2) The newly industrialising countries were to guide the 'great workshops', Germany and Japan.
    3) The Third World must with the help of the industrialised countries and the UN, progress and draw abreast of the former.
    4) None of the above

13. The 'Grand Area' doctrine sought to:
    1) bring the entire world together so as to enhance the general well-being of all the countries.
    2) make the world a big, huge American colony.
    3) preserve the iron curtain.
    4) efficiently organise world trade so that there would be a 'trickle-down benefit' to the Third World countries.

14. The project of 'exploiting' Africa, would not give Europe any of the following, except:
    1) better insights into Africa's culture and traditions.
    2) help reconstructing Africa in a better way.
    3) discover hidden qualities and economic potential in Africa.
    4) None of the above.

15. The reason why there has been a heavy emphasis placed on nuclear weapons in the US is:
    1) to set a fine example for other nations to follow.
    2) to show that they believe in peaceful negotiations even with their enemies.
    3) to frighten the rest of the world so that none would interfere with its 'Grand Area' plan.
    4) All of the above.

16. The parts of the US economy that are not able to compete internationally are:

    I. biotechnology
    II. state-subsidized sectors
    III. agribusiness
    IV. pharmaceuticals

    1) I and III
    2) II and III
    3) I, II, III and IV
    4) None of the above

17. The tone of the passage is:
    1) descriptive and scholarly
    2) serious and incisive
    3) sarcastic and acerbic
    4) All of the above

18. A suitable title for the passage could be:
    1) 'The American Dream'
    2) 'The Grand Area'
    3) 'Exploitation of the Third World Countries'
    4) 'Globalisation – as defined by the post-World War II America'

VA-2.4 | READING COMPREHENSION REVISER 1

CLASS EXERCISE

DIRECTIONS: *Use the appropriate strategy from the three strategies discussed before, to tackle each of the following passages and answer its questions.*

Passage I

Emile Durkheim, the first person to be formally recognized as a sociologist and the most scientific of the pioneers, conducted a study that stands as a research model for sociologists today. His investigation of suicide was, in fact, the first sociological study to use statistics. In suicide (1964, originally published in 1897) Durkheim documented his contention that some aspects of human behaviour – even something as allegedly individualistic as suicide – can be explained without reference to individuals.

Like all of Durkheim's work, suicide must be viewed within the context of his concern for social integration. Durkheim wanted to see if suicide rates within a social entity (for example, a group, organization, or society) are related to the degree to which individuals are socially involved (integrated and regulated). Durkheim describes three types of suicide: egoistic, anomic, and altruistic. Egoistic suicide is promoted when individuals do not have sufficient social ties. Since single (never married) adults, for example, are not heavily involved with the family life, they are more likely to commit suicide than are married adults. Altruistic suicide on the other hand, is more likely to occur when social integration is too strong. The ritual suicide of Hindu widows on their husbands' funeral pyres is one example. Military personnel, trained to lay down their lives for their country, provide another illustration.

Durkheim's third type of suicide – anomic suicide increases when the social regulation of individuals is disrupted. For example, suicide rates increase during economic depressions. People who suddenly find themselves without a job or without hope of finding one are more prone to kill themselves. Suicides may also increase during period of prosperity. People may loosen their social ties by taking new jobs, moving to new communities, or finding new mates.

Using data from the government population reports of several countries (much of it from the French Government Statistical Office), Durkheim found strong support for his line reasoning. Suicide rates were higher among single than married people, among military personnel than civilians, among divorced than married people, and among people involved in nationwide economic crises.

It is important to realize that Durkheim's primary interest was not in the empirical (observations) indicators he used such as suicide rates among military personnel, married people, and so forth. Rather, Durkheim used the following indicators to support several of his contentions: (1) Social

behaviour can be explained by social rather than psychological factors; (2) Suicide is affected by the degree of integration and regulation within social entities; and (3) Since society can be studied scientifically, sociology is worthy of recognition in the academic world. Durkheim was successful on all three counts.

1. Higher suicide rate during rapid progress in a society is a manifestation of

   1) altruistic suicide.
   2) anomic suicide.
   3) egoistic suicide.
   4) None of the above.

2. In his study of suicide Durkheim's main purpose was:

   1) to document that suicide can be explained without reference to the individual.
   2) to provide an explanation of the variation in the rate of suicide across societies.
   3) to categorize various types of suicides.
   4) to document that social behaviour can be explained by social rather than psychological factors.

3. Increase in the suicide rate during economic depression is an example of

   1) altruistic suicide.
   2) anomic suicide.
   3) egoistic suicide.
   4) Both (1) and (3)

4. Since single adults are not heavily involved with family life, they are more likely to commit suicide which Durkheim categorised as:

   1) anomic suicide.
   2) altruistic suicide.
   3) egoistic suicide.
   4) Both (2) and (3)

5. According to Durkheim, suicide rates within a social entity can be explained in terms of:

   1) absence of social ties.
   2) disruption of social regulation.
   3) nature of social integration.
   4) All of the above.

6. According to Durkheim, altruistic suicide is more likely among:

   1) military personnel than among civilians.
   2) single people than among married people.
   3) divorcees than among married people.
   4) people involved in nationwide economic crises.

7. Basing himself on his own indicators. Durkheim was:

   1) right on some counts, not others.
   2) vindicated on all counts.
   3) wrong but did not realize that he was right.
   4) substantially correct but formally wrong.

8. To support his contentions, Durkheim relied on the following indicators:
   1) social behaviour is explicable predominantly through social factors.
   2) suicide is contingent upon the degree of regulation and interaction.
   3) recognizing sociology is to acknowledge that society is susceptible to scientific investigation.
   4) All of the above.

9. Ritual suicide of Hindu widows on their husband's funeral pyres is:
   1) a manifestation of strong social integration.
   2) an example of brutality against women.
   3) an example of anomic suicide.
   4) an example of egoistic suicide.

PASSAGE II

In 1787, the twenty-eighth year of the reign of King George III, the British Government sent a fleet to colonize Australia. Never had a colony been founded so far from its parent state, or in such ignorance of the land it occupied. There has been no reconnaissance. In 1770 Captain James Cook had made landfall on the unexplored east coast of this utterly enigmatic continent stopped for a short while at a place named Botany Bay and gone north again. Since then, no ship had called – not a word, not an observation, for 17 years, each one of which was exactly like the thousands that had preceded it, locked in its historical immensity of blue heat, blush, sandstone and the measured booming of glassy pacific rollers.

Now, this coast was to witness a new colonial experiment, never tried before, not repeated since, an unexplored continent would become a jail. The space around it, the very air and sea, the whole transparent labyrinth of the South pacific, would become a wall 14,000 miles thick.

The late 18th century abounded in schemes of social goodness thrown off by its burgeoning sense of revolution. But here, the process was to be reversed: not utopia, but Dystopia; not Rousseau's natural man moving in moral grace amid free social contract, but man coerced, deracinated, in chains. Other parts of the Pacific, especially Tahiti, might seem to conform Rousseau. But the intellectual patrons of Australia, in its first colonial years, were Hobbes and Sade.

In their most **sanguine** moments, the authorities hoped that it would eventually swallow a whole class-the "criminal class", whose existence was one of the prime sociological beliefs of late Georgian and early Victorian England. Australia was settled to defend English property not from the frog-eating invader across the Channel but from the marauder within. English lawmakers wished not only to get rid of the "criminal class" but if possible to forget about it. Australia was a Cloaca, invisible, its contents filthy and unnameable.

To most Englishmen this place seemed not just a mutant society but another planet-an exiled world, summed up in its popular name, "Botany Bay". It was remote and anomalous to its white creators. It was strange but close, as the unconscious to the conscious mind. There was as yet no such thing as "Australian" history or culture. For its first forty years, everything that happened in the thief-colony was English. In the whole period of convict transportation, the Crown shipped more than 160,000 men, women and children (due to defects in the records, the true number will never be precisely known) in bondage to Australia. This was the largest forced exile of citizens at the behest of a European government in pre-modern history. Nothing in earlier penology compares with it. In Australia, England drew the sketch for our own century's vaster and more terrible fresco of repression the Gulag. No other country had such a birth, and its pangs may be said to have begun on the afternoon of January 26, 1788, when a fleet of eleven vessels carrying 1,030 people, including 548 male and 188 female convicts, under the command of captain Arthur Phillip in his flagship Sirius, entered Port Jackson or, as it would presently be called, Sydney Harbour.

10. When the author refers to 'the marauder within', he is referring to:

1) the working class.
2) the lower class.
3) the criminal class.
4) the Loch Ness monster.

11. According to the passage, the intellectual mentors of Australia could be:

1) Hobbes and Cook
2) Hobbes and Sade
3) Phillip and Jackson
4) Sade and Phillip

12. Which of the following does not describe what the English regarded Australia to be?

1) A mutant society
2) An exiled world
3) An enigmatic continent.
4) A new frontier

13. Elsewhere, according to the author, the late eighteenth century saw a plethora of:

1) moral grace.
2) social welfare programs.
3) free social contracts.
4) social repression.

14. The word 'sanguine' means:

1) wise
2) pessimistic
3) shrewd
4) confident

15. The primary theme of the passage is –

1) The colonization if Australia.
2) The first forty years of Australian history.
3) The rise of the 'criminal class' and its impact on the life of Georgian England.
4) the establishment of Australia as a penal colony.

16. One of the hallmarks of the late Georgian and early Victorian England was the belief in:

1) repression of the 'criminal class'.
2) convict transportation.
3) colonization as a solution to social problems.
4) the existence of a 'criminal' class of people.

17. What is penology?

1) The study of transportation of criminals.
2) The study of punishment in its relation to crime.
3) The study of pens.
4) The study of the ink flow of pens.

18. According to the passage, which of the following statements is not true?

1) During the seventeen years after Captain James Cook made landfall at Botany Bay, the British made several observation trips to Australia.
2) Australia was settled by the British to protect their property from some of their own kin.
3) The author implies that while Rousseau was vindicated in the functioning of the society of Tahiti, the process in Australia presented a contrary picture.
4) Both (1) and (2)

19. Sydney Harbour was earlier known as:

1) Port Jackson 2) Botany Bay 3) Storm Bay 4) Norfolk Bay

PASSAGE III

From a vantage point in space, an observer could see that the Earth is engaged in a variety of motions. First, there is its rotation on its own axis, causing the alternation of day and night. This rotation, however, is not altogether steady. Primarily because of the moon's gravitational action, the Earth's axis wobbles like that of an ill-spun top. In this motion, called 'precession', the North and South Poles each traces out the base of a cone in space, completing a circle every 25,800 years, In addition, as the Sun and the Moon change their positions with respect to the Earth, their changing gravitational effects result in a slight 'nodding' of the earth's axis, called 'mutation', which is superimposed on precession. The Earth completes one of these 'nods' every 18.6 years.

The earth also, of course, revolves round the Sun, in a 6-million mile journey that takes 365.25 days. The shape of this orbit is an ellipse, but it is not the centre of the Earth that follows the elliptical path. Earth and Moon behave like an asymmetrical dumb-bell, and it is the centre of mass of this dumb-bell that traces the ellipse around the sun. The centre of the Earth-Moon mass lies about 3000 miles away from the centre of the Earth, and the Earth thus moves in an S-curve that crosses and re-crosses its orbital path. Then too, the Earth accompanies the sun in the sun's movements: first, through its local star cloud, and second, in a great sweep around the hub of its galaxy, the Milky Way that takes 200 million years to complete.

20. The passage is most likely directed towards an audience of:

1) geologists.
2) astronauts.
3) meteorologists interested in weather prediction.
4) people with little technical knowledge of astronomy.

21. Which of the following best describes the main subject of the passage?

1) The various types of the Earth's motions
2) Past changes in the Earth's position
3) The moon's gravitational effect on the earth
4) Oddities of the Earth's rotation on its axis

22. The passage indicates that a single cycle of which of the following motions is completed in the shortest period of time?

1) Mutation
2) Precession
3) The Earth's rotation on its axis
4) The movement of the dumb-bell formed by the centre of mass of Earth-Moon

23. Which of the following techniques does the author use in order to make the descriptions of motion clear?

I. Comparison with familiar objects.
II. Reference of geometric forms.
III. Allusions to the works of other authors.

1) I only
2) II only
3) I and II only
4) II and III only

PASSAGE IV

When you first arrive in a new culture, there is a period of confusion that comes from the new situation and from a lack of information. It leaves you quite dependent and in need of help in the form of information and above. The second stage begins as you start to interact with the new culture. It is called the stage of small victories. Each new encounter with the culture is fraught with peril. It is preceded by anxiety and information collection and rehearsal. Then the event occurs and you return home either triumphant or defeated. When successful, the feelings really are very much as though a major victory has been won. A heightened roller coaster effect is particularly characteristic of this stage. The support needed is emotional support, people who appreciate what you are going through and who can cheer you onward. It often happens that once some of the fundamentals of life are mastered, there is time to explore and discover the new culture. This is the honeymoon stage of wonder and infatuation. In it there is a heightened appreciation or the new, the different, the aesthetic. Depending on the degree of cultural immersion and exploration it may continue for a considerable period of time. During this time there is no interest in attending to the less attractive downsides of the culture.

After a while, a self-correction takes place. No honeymoon can last forever. Irritation and anger begin to be experienced. Why in the world would anyone do it that way? Can't these people get their act together? Now the deficits seem glaringly apparent. For some people, they overwhelm the positive characteristics and become predominant.

Finally, if you are lucky enough to chart a course through these stages and not get stuck (and people do get stuck in these stages), there is a rebalance of reality. There is the capacity to understand and enjoy the new culture without ignoring those features that are less desirable.

This cultural entry and engagement process is both cognitive and affective. New information is acquired and remembered; old schema and perceptions are revised and qualified. An active learning process occurs. At the same time anxiety arises in reaction to uncertainties and the challenges of the learning processes. It must be managed, as must the extremes of feeling that occur in this labile period. Thus, I am describing a learning process that results in valuing and affirming the best in the culture while at the same time seeing it in its completeness, seeing it whole. The capacity to affirm the whole- including those aspects that are less desirable yet are part of the whole – is critically important.

An appreciative process, "appreciative inquiry" is proposed as a way of helping members of different cultures recognize and value their differences and create a new culture where different values are understood and honoured. Executives – those who must lead this culture-change projects – need to understand that equal employment opportunity, affirmative action and sexual harassment policies, as viewed and implemented in organizations, are problem oriented change strategies. They focus on correcting what is wrong rather than creating a valued future. Executives themselves will need to inquire appreciatively into cultures that are not known to them before they are equipped to lead cultural change in their own organizations.

24. Which of the following statements is not true?

1) A particular effect of interaction with a new culture is an opportunity to enjoy a roller coaster ride.
2) Entering a new culture brings about a shift in processes of thinking and feeling.
3) An initial sense of wonder and awe makes a new entrant oblivious to the less pleasant side of the new culture.
4) Some people can forever remain angry and dissatisfied with the new culture.

25. Entering new cultures can predominantly help the entrant in:

1) understanding the appreciative process.
2) appreciating stages in cultural development.
3) appreciating diversity.
4) understanding the problem solving process.

26. Opening a bank account in a new culture is an example of which stage?

1) Confusion 2) Small victories 3) Honeymoon 4) Both (2) and (3)

27. According to the passage, entering a culture that is very different from your own is overall:

1) an infatuating process. 2) a learning process.
3) an exhausting process. 4) a depressing process.

28. Which of the following statements cannot be interred from the above passage?

1) Acts that are meaningful in the familiar culture cannot be taken for granted in a new one.
2) Social interaction becomes less predictable in a new culture.
3) Seeing someone in completeness means accepting him with his strengths and weaknesses.
4) Modifications in organization culture must result in appreciative inquiry.

29. Which of the following is true?

1) Infatuation and heightened appreciation with a new culture can be maintained forever.
2) Entry to a new culture evokes an extremely negative feeling.
3) Affirmation of a new culture involves viewing it in its entirety with its strengths as well as weak points.
4) Organizational policies to deal with sexual harassment can bring about a change in the organizational culture.

PASSAGE V

Scientism has left humanity in our technical mastery of inanimate nature, but improvised us in our quest for an answer to the riddle of the universe and of our existence in it. Scientism has done worse than that with respect to our status as social beings, that is, to our life with our fellow human beings. The quest for the technical mastery of social life, comparable to our mastery over nature, did not find scientism at a loss for an answer: reason suggested that physical nature and social life were fundamentally alike and therefore proposed identical methods for their domination. Since reason in the form of causality reveals itself most plainly in nature, nature became the model for the social world and the natural sciences the image of what the social sciences one day would be. According to scientism, there was only one truth, the truth of science, and by knowing it, humanity would know all. This was, however, a fallacious argument, its universal acceptance initiated an intellectual movement and a political technique which retarded, rather than furthered, human mastery of the social world.

The analogy between the natural and social worlds is mistaken for two reasons. On the one hand human action is unable to model the social world with the same degree of technical perfection that is possible in the natural world. On the other hand, the very notion that physical nature is the embodiment of reason from which the analogy between natural and social worlds derives, is invalidated by modern scientific thought itself.

Physical nature, as seen by the practitioner of science consists of a multitude of isolated facts over which human action has complete control. We know that water boils at a temperature of 212 degrees Fahrenheit and, by exposing water to this temperature, we can make it boil at will. All practical knowledge of physical nature and all control over it are essentially of the same kind.

Scientism proposed that the same kind of knowledge and of control held true for the social world. The search for a single cause, in the social sciences, was but a faithful copy of the method of the physical sciences. Yet in the social sphere, the logical coherence of the natural sciences finds no adequate object and there is no single cause by the creation of which one can create a certain effect at will. Any single cause in the social sphere can entail an indefinite number of different effects, and the same effect can spring from an indefinite number of different effects, and the same effect can spring from an indefinite number of different causes.

30. The author's attitude towards the application of scientism to the social sciences is best described as one of:

    1) committed scrutiny
    2) dismissal
    3) criticism
    4) approval

31. According to the author, causes and effects in the social world are:

    1) unrelated to each other.
    2) difficult to identify or predict.
    3) subject to manipulation at will.
    4) reducible to a single cause for each effect.

32. Which of the following statements about scientism is best supported by the passage?
    1) Scientism provides the basis for mastery of the social world.
    2) Scientism is only superficially concerned with cause-and-effect relationships.
    3) Scientism is poorly suited to explain social behaviour.
    4) Scientism is no longer applicable to the study of the natural sciences.

33. As is used in the passage, the term 'scientism' can best be defined as:
    1) the belief that the methods of the physical sciences can be applied to all fields of enquiry.
    2) the faith that human beings can master their own physical limitations.
    3) the desire to keep the social sciences separate from the physical sciences.
    4) the opinion that scientists must take moral responsibility for their actions.

34. In the passage, the author is most concerned with doing which of the following?
    1) Upholding the primacy of reason over superstition.
    2) Attacking a particular approach to the social sciences.
    3) Describing a method for achieving control over human social behaviour.
    4) Demonstrating the superiority of the social sciences over the natural sciences.

PRACTICE EXERCISE-1

Directions: *Read the passage carefully and answer the questions that follows.*

PASSAGE I

Atmospheric jet streams were discovered towards the end of World War II by U.S. bomber pilots over Japan and by German reconnaissance aircraft over the Mediterranean. The World Meteorological Organisation defines a jet stream as a strong, narrow air current that is concentrated along a nearly horizontal axis in the upper troposphere or stratosphere (10 to 50 km altitude), characterised by wind motions that produce strong vertical lateral shearing action. Normally a jet stream is thousands of kilometres long, hundreds of kilometres wide and several kilometres deep. The vertical wind shear is of the order of 5 to 10 m/sec per kilometre, and the lateral shear is of the order of 5 m/sec per 100 km. An arbitrary lower limit of 30 m/sec is assigned to the speed of the wind along the axis of a jet stream.

With abundant radio-sonic data now available over the Northern Hemisphere it is possible to map the jet streams in the upper troposphere (near 10 to 12 km) in their daily occurrence and variation and to forecast them reasonably well with numerical prediction techniques. Upper-air information from the Southern Hemisphere is still sparse. Constant-level balloons (the so-called GHOST balloons) and satellite information on temperature structure and characteristic cloud formations in the atmosphere are serving to close the data on the global jet stream distribution.

The strongest winds known in jet streams have been encountered over Japan, where speeds up to 500 km/hr (close to 300 knots) occur. A persistent band of strong winds occurs during the winter season over this region, flowing from the southwest and leading tropical air from northern India into juxtaposition with polar and arctic air from Siberia. A similar region of confluence of air masses with vastly different temperatures exists over the central and eastern United States, leading to a maximum frequency of occurrence of jet streams during winter and spring.

The main impact on weather and climate comes from two distinct jet stream systems: the Polar-Front Jet Stream, which is associated with the air mass contracts (the fronts) of middle latitudes and which gives rise to the formation of squalls, storms, and cyclones in this latitude belt; and the Subtropical Jet Stream, which lies over the subtropical high-pressure belt, and which is characterised by predominant subsidence motions and, hence, with fair weather. During summer, a belt of strong easterly winds is found over Southeast Asia, India, the Arabian Sea, and tropical Africa. These tropical, easterly jet streams are tied in with the weather disturbances of the Indian and African summer monsoons and their heavy rainfalls.

Because of their strong winds, jet streams play an important role in the economy of air traffic. Head winds must be outlasted by extra fuel, which takes up useful cargo space. Clear air turbulence (CAT) is often associated with the strong vertical wind shears found in the jet stream region. It is a hazard to passenger and crew safety, and, because of the increased stresses on the air frame, it decreases the useful life of the aircraft.

1. An atmospheric jet stream is ...

   1) a rare phenomenon.
   2) three-dimensional.
   3) concentrated in the northern hemisphere.
   4) more common in summer.

2. Detailed studies of atmospheric streams have been made over ...

   1) South Africa. 2) Europe. 3) Australia. 4) Antarctica.

3. The atmospheric jet stream consists of ...

   1) cumulous clouds bearing saturated moisture.
   2) debris caused by meteorites.
   3) air currents.
   4) effluents from speeding aircraft.

4. According to present knowledge, jet streams are caused when ...

   1) polar and Arctic air meet.
   2) air masses with considerably different temperatures meet.
   3) winds with different speeds meet.
   4) squalls, storms and cyclones get dispersed.

5. The passage has mentioned that jet streams negatively affect air-traffic by:

   I. further delaying flights.
   II. increasing fuel consumption.
   III. damaging the air frame.

   1) I and II only 2) I and III only
   3) II and III only 4) I, II and III

6. The summer monsoon over India is caused by ...

   1) the rotation of the earth.
   2) jet streams from the subtropical regions.
   3) juxtaposition of tropical air with Arctic air in the upper atmosphere.
   4) a tropical and easterly jet stream.

7. The result of the Subtropical Jet Stream is ...

   1) the occurrence of cyclones. 2) the prevalence of fair weather.
   3) head winds which affect air traffic. 4) high wind speed over Japan.

PASSAGE II

When talks to how India has done for itself in 50 years of independence, the world has nothing but praise for our success in remaining a democracy. On other fronts, the applause is less loud. In absolute terms, India hasn't done too badly, of course life expectancy has increased. So has literacy. Industry, which was barely a fledging, has grown tremendously. And as far as agriculture is concerned, India has been transformed from a country perpetually on the edge of starvation into a success story held up for others to emulate.

But these are competitive times when change is rapid, and to walk slowly when the rest of the world is running is almost as bad as standing still or walking backwards. Compared with large chunks of what was then the developing world- South Korea, Singapore, Malaysia, Thailand, Indonesia, China and what was till lately a separate Hong Kong- India has fared abysmally.

It began with a far better infrastructure than most of these countries had. It suffered hardly or not at all during the second world war. It had advantages like an English speaking elite, quality scientific manpower (including a Nobel laureate and others who could be ranked among the world's best) and excellent business acumen. Yet, today, when countries are ranked according to their global competitiveness, it is tiny Singapore that figures at the top. Hong Kong is an export powerhouse. So is Taiwan. If a symbol were needed of how far we have fallen back, note that while Korean Cielos are sold in India, no one in South Korea is rushing to buy an Indian car.

The reasons list themselves. Topmost is economic isolationism. The government discouraged imports and encouraged self-sufficiency. Whatever the aim was, the result was the creation of a totally inefficient industry that failed to keep pace with global trends and, therefore, became absolutely uncompetitive. Only when the trade gates were opened a little did this become apparent. The years since then have been spent in merely trying to catch up.

That the government actually sheltered its industrialists from foreign competition is a little strange. For, in all other respects, it operated under the conviction that businessmen were little more than crooks who were to be prevented from entering the most important areas of the economy, who were to be hamstrung in as many ways as possible, who were to be tolerated in the same way as an inexcisable wart. The high, expropriatory rates of taxation, the licensing laws, the reservation of whole swathes of industry for the public sector, and the granting of monopolies to the public sector firms were the principal manifestations of this attitude. The government forgot that before wealth could be distributed, it had to be created. The government forgot that it itself could not create, but only squander wealth.

Some of the manifestations of the old attitude have changed. Tax rates have fallen. Licensing has been all but abolished. And the gates of global trade have been opened wide. But most of these changes were forced by circumstances partly by the foreign exchange bankruptcy of 1991 and the recognition that the government could no longer muster the funds to support the public sector, leave alone expand it. Whether the attitude of the government itself, or that of more than handful of ministers, has changed, is open to question.

In many other ways, however, the government has not changed one whit. Business still has to negotiate a welter of negotiations. Transparency is still a longer way off. And there is no exit policy. In defending the existing policy, politicians betray an ability to see beyond their noses. A no-exit policy for labour is equivalent to a no-entry policy for new business. If one industry is not allowed to retrench labour, other industries will think a hundred times before employing new labour.

In other ways too, the government hurts industries. Public sector monopolies like the department of telecommunications and Videsh Sanchar Nigam make it possible for Indian businesses to operate only at a cost several times that of their counterparts abroad. The infrastructure is in a shambles partly because it is unable to formulate a sufficiently remunerative policy for private business, and partly because it does not have the stomach to charge market rates for services.

After a burst of activity in the early in the early nineties, the government is dragging its feet. At the rate it is going, it will be another 50 years before the government realizes that a pro-business policy is the best pro-people policy. By then of course, the world would have moved even farther ahead.

8. The writer's attitude towards the government is:

1) critical 2) ironical 3) sarcastic 4) derisive

9. The writer is surprised at the government's attitude towards its industrialists because:

1) the government did not need to protect its industrialists.
2) the issue of competition was non-existent.
3) the government looked upon its industrialists as crooks.
4) the attitude was a conundrum.

10. The government was compelled to open the economy due to:

1) pressure from international markets.
2) pressure from domestic market.
3) foreign exchange bankruptcy and paucity of funds with the government.
4) All of the above.

11. The writer ends the passage on a note of:

1) cautious optimism 2) pessimism
3) optimism 4) pragmatism

12. According to the writer, India should have performed better than the other Asian nations because:

1) it had adequate infrastructure.
2) it had better infrastructure.
3) it had better politicians who could take the required decisions.
4) All of the above.

13. India was in a better condition than the other Asian nations because:
    1) it did not face the ravages of the second World War.
    2) it had an English speaking populace and good business sense.
    3) it had enough wealth through its exports.
    4) Both (1) and (2).

14) The major reason for India's poor performance is:
    1) economic isolationism
    2) economic mismanagement
    3) inefficient industry
    4) All of the above

15. One of the features of the government's protectionist policy was:
    1) encouragement of imports.
    2) discouragement of exports.
    3) encouragement of exports.
    4) discouragement of imports.

16. The example of the Korean Cielo has been presented to highlight:
    1) India's lack of stature in the international market.
    2) India's poor performance in the international market.
    3) India's lack of creditability in the international market.
    4) India's disrepute in the international market.

17. According to the writer:
    1) India's politicians are myopic in their vision of the country's requirements.
    2) India's politicians are busy lining their pockets.
    3) India's politicians are not conversant with the needs of the present scenario.
    4) All of the above.

PASSAGE III

Governments looking for easy popularity have frequently been tempted into announcing give-always of all sorts: free electricity, virtually free water, subsidised food, cloth at half price, and so on. The subsidy culture has gone to extremes: cooking gas (used mostly by the top 10% of income-earners) has been sugar. The richest farmers in the country get subsidised fertiliser. University education, typically accessed by the wealthier sections, is charged at a fraction of cost. Postal services are subsidised, and so are railway passengers. Bus fares cannot be raised to economical levels because there will be violent protests, so bus travel is subsidised too. In the past, price control on a variety of items, from steel to cement, meant that industrial consumers of these items got them at less than cost, while the losses of the public sector companies that produced them were borne by the taxpayer! One study, done a few years ago, came to the conclusion that subsidies in the Indian economy total as much as 14)5% of the gross domestic product. At today's level, that would work out to about Rs. 1,50,000 crores.

And who pays the bill? The theory- and the political fiction on the basis of which it is sold to unsuspecting voters- is that subsidies go to the poor, and are paid for by the rich. The fact is that most subsidies go to the 'rich' (defined in the Indian context as those who are above the poverty line), and much of the tab goes indirectly to the poor. Because the hefty subsidy bill results in fiscal deficits, which in turn push up rates of inflation – which, as everyone knows, hits the poor the hardest of all. Indeed, that is why taxmen call inflation the most regressive form of taxation.

The entire subsidy system is built on the thesis that people cannot help themselves, therefore governments must do so. That people cannot afford to pay for a variety of goods and services, and therefore the government must step in. This thesis has been applied not just in the poor countries but in the rich ones as well; hence the birth of the welfare state in the West, and an almost Utopian social security system; free medical care, food aid, old age security, et al. But with the passage of time, most of the wealthy nations have discovered that their economies cannot sustain this social safety net, that it in fact reduces the desire among people to pay their own way, and takes away some of the incentive to work. In short, the bill was unaffordable, and their societies were simply not willing to pay. To the regret of many, but because the laws of economics are harsh, most Western societies have been busy pruning the welfare bill.

In India, the lessons of this experience- over several decades, and in many countries- do not seem to have been learnt. Or, they are simply ignored in the pursuit of immediate votes. People who are promised cheap food or clothing do not in most cases look beyond the gift horses to the question of who picks up the tab. The uproar over higher petrol, diesel and cooking gas prices ignored this basic question: if the user of cooking gas does not want to pay for its cost, who should pay? Diesel in the country is subsidised, and if the trucker or owner of a diesel generator does not want to pay for its full cost, who does he or she think should pay the balance of the cost? It is a simple question, nevertheless it remains unasked.

The Deve Gowda government has shown some courage in biting the bullet when it comes to the price of petroleum products. But it has been bitten by a much bigger subsidy bug. It wants to offer food at half its cost to everyone below the poverty line, supposedly estimated at some 380 million people. What will be the cost? And, of course, who will pick up the tab? The Andhra Pradesh government has been bankrupted by selling rice at Rs. 2 per kg. Should the Central government be bankrupted too, before facing up to the question of what is affordable and what is not? Already, India is perennially short of power because the subsidy on electricity has bankrupted most electricity boards, and made private investment wary unless it gets all manner of state guarantees. Delhi's subsidised bus fares have bankrupted the Delhi Transport Corp., whose buses have slowly disappeared from the capital's streets. It is easy to be soft and sentimental, by looking at programmes that will be popular. After all, who doesn't like a free lunch? But the evidence is surely mounting that the lunch isn't free at all. Somebody is paying the bill. And if you want to know who, take a look at the country's poor economic performance over the years.

18. Which of the following should not be subsidised now, according to the passage?

1) University education
2) Postal services
3) Steel
4) All of these

19. The statement that subsidies are paid for by the rich and go to the poor is ...
    1) fiction
    2) fact
    3) fact, according to the author
    4) fiction, according to the author

20. Why do you think that the author calls the Western social security system Utopian?
    1) The countries' belief in the efficacy of the system was bound to turn out to be false.
    2) The system followed by these countries is the best available in the present context.
    3) Everything under this system was supposed to be free but people were charging money for them.
    4) The theory of system followed by these countries was devised by Dr. Utopia.

21. It can be inferred from the passage that the author ...
    1) believes that people can help themselves and do not need the government.
    2) believes that the theory of helping with subsidy is destructive.
    3) believes in democracy and free speech.
    4) is not a successful politician.

22. Which of the following is not a victim of extreme subsidies?
    1) The poor
    2) The Delhi Transport Corporation
    3) The Andhra Pradesh government
    4) None of the above

23. What, according to the author, is 'a saving grace' of the Deve Gowda government?
    1) It has realised that it has to raise the price of petroleum products.
    2) It has avoided been bitten by a bigger subsidy bug.
    3) Both (1) and (2)
    4) Neither (1) nor (2)

24. A suitable title to the passage would be –
    1) There's No Such Thing as a Free Lunch
    2) The Economic Overview
    3) Deve Gowda Government and its Follies
    4) It Takes Two to Tango

25. Which of the following is not true, in the context of the passage?
    1) Where subsidies are concerned, the poor ultimately pay the tab.
    2) Inflation is caused by too much subsidies.
    3) Experts call subsidies the most regressive form of taxation.
    4) The dangerous reduction in fiscal deficits is another result of high subsidies.

PRACTICE EXERCISE-2

Directions: *Read the passage carefully and answer the questions that follows.*

Passage I

Even if we're a bit snooty about them, we should go down on our knees and thank heaven for movies like *Jurassic Park* and directors like Steven Spielberg who make them. They fill the cinemas, if only because the hype is virtually irresistible. And because they do so, hundreds of maniacs all over the world continue to finance films. But is this an example of a worldwide jackpot movie? Yes and no. Yes, because it delivers dinosaurs by the dozen, in as wizard a fashion as can have been seen on the screen before. And no, because the accompanying story, courtesy of Michael Crichton, has little of the real imagination that made Spielberg's *ET* and *Close Encounters* into the jackpot movies of their day. Technically it works like a dream but, as a cinematic dream, it's unmemorable. This may be because of its cardboard human characters, dwarfed by the assemblage of their pre-historic ancestors and serviced by a screenplay that makes the abortive mating calls of this weirdly asexual zoo seem eloquent in comparison. "What kind of park is this?" enquiries Sam Neill. "Oh, it's right up your alley", says Richard Attenborough. More likely, though it has something to do with the development of the story which at no point engages us properly on the human level, except perhaps to hope that the kids and Neill's grumpy scientist who learns to love them will finally escape from the grasp of the velociraptors chasing them. We're looking at nothing but stunts and they get tiresome laid end to end. Crichton's book was scarcely much better but at least it had a convincing villain in John Hammond, Jurassic Park's billionaire developer, whereas Attenborough's approximation seems merely enthusiastically misguided. And Crichton's warning of what might happen if we **muck about** with nature becomes weaker in the film. What we actually have in *Jurassic Park* is a non-animated Disney epic with affiliations to Jaws which seems to amuse and frighten but succeeds in doing neither well enough to count. Its real interest lies in how Spielberg's obsession with childhood now manifests itself in his middle age. It looks like being on automatic pilot- gestural rather than totally convinced but determined to remain the subject of analytical study. The whole thing, of course, is perfectly adequate fun once the ludicrously simplistic explanation of DNA has been traversed in Hammond's costly futuristic, computerised den. Even I could understand it. Thereafter, the theme park's creaky inability to deal with an ordinary old typhoon as its VIPs travel round it hoping the investment will work, leads to predictable disasters, proficiently worked out but never truly frightening. But then this is a film for children of all ages, except perhaps those under 12, and one shouldn't expect sophistication on other than the technological level. Jurassic Park is more of a roller-coaster ride than a piece of real cinema. It delivers, but only on a certain plane. Even the breaking of the barriers between our civilisation and a monstrous past hasn't the kick it might have had.

Possibly one is asking for a different film which in the end would not have appealed across the box-office spectrum as well as this obviously does. But one still leaves it vaguely disappointed. All that work and just a mouse that roars. It's a wonderful story, but told with more efficiency

than inspiration- possibly a sign of the times, along with the merchandising spree which follows it so readily.

1. Which of the following has not been mentioned as a Steven Spielberg movie in the passage?
   1) *Jaws* 2) *ET* 3) *Close Encounters* 4) *Jurassic Park*

2. In which way does the author find the film inferior to the original book?
   1) The book is more interesting.
   2) The book had a more convincing villain.
   3) The book is easier to understand.
   4) The story had a good author but a bad director.

3. The passage is most probably ...
   1) a book review. 2) a film critic's comments.
   3) a film review. 4) a magazine article.

4. The book *Jurassic Park* is written by _____.
   1) Crichton 2) Attenborough 3) Hammond 4) Neill

5. Which of the following does the author say of the film?
   1) The film is technically inferior and does not have a good storyline.
   2) The film is technically inferior but has a good storyline.
   3) The film is technically slick but does not have a good storyline.
   4) The film is technically slick and has a good storyline.

6. The writer's opinion of the film *Jurassic Park* may be said to be ...
   1) very favourable. 2) very depressing.
   3) excellent. 4) not very favourable.

7. Why, according to the author, should we thank heaven for movies like *Jurassic Park*, even though they may not be very good aesthetically?
   1) Because they fill the halls, and thus people will finance more films.
   2) Because it is one of the major hits of the year.
   3) Because the film has brilliant technical wizardry.
   4) Because of the hundreds of films being produced, this is one of the few excellent ones.

8. According to the author, *Jurassic Park* ...
   1) is very amusing. 2) is very frightening.
   3) Both (1) and (2) 4) Neither (1) nor (2)

9. The phrase 'muck about', in the context of the passage, means ...

1) make dirty
2) interfere with
3) be frivolous about
4) to mask

PASSAGE II

Among those who call themselves socialists, two kinds of persons may be distinguished. There are, in the first place, those whose plans for a new order of society, in which private property and individual competition are to be superseded and other motives to action substituted, are on the scale of a village community or township, and would be applied to an entire country by the multiplication of such self-acting units; of this character are the systems of Owen, of Fourier, and the more thoughtful and philosophic Socialists generally. The other class, which is more a product of the Continent than of Great Britain and may be called the revolutionary Socialists, has people who propose to themselves a much bolder stroke. Their scheme is the management of the entire productive resources of the country by one central authority, the general government. And with this view some of them **avow** as their purpose that the working classes, or somebody in their behalf, should take possession of all the property of the country, and administer it for the general benefit.

Whatever be the difficulties of the first of these two forms of Socialism, the second must evidently involve the same difficulties and many more. The former, too, has the great advantage that it can be brought into operation progressively, and can prove its capabilities by trial. It can be tried first on a select population and extended to others as their education and cultivation permit. It need not, and in the natural order of things would not, become an engine of subversion until it had shown itself capable of being also a means of reconstruction. It is not so with the other; the aim of that is to substitute the new rule for the old at a single stroke, and to exchange the amount of good realised under the present system, and its large possibilities of improvement, for a plunge without any preparation into the most extreme form of the problem of carrying on the whole round of the operations of social life without the motive power which has always hitherto worked the social machinery. It must be acknowledged that those who would play this game on the strength of their own private opinion, unconfirmed as yet by any experimental verification – who would forcibly deprive all who have now a comfortable physical existence of their only present means of preserving it, and would brave the frightful bloodshed and misery that would ensue if the attempt was resisted – must have a serene confidence in their own wisdom on the one hand and the recklessness of other people's sufferings on the other, which Robespierre and St. Just, hitherto the typical instances of those united attributes, scarcely came up to. Nevertheless this scheme has great elements of popularity which the more cautious and reasonable form of Socialism has not; because what it professes to do, it promises to do quickly, and holds out hope to the enthusiastic, of seeing the whole of their aspirations realised in their own time and at a blow.

10. Who among the following is not a socialist?

1) Robespierre
2) Fourier
3) Owen
4) All are socialists

11. Which of the following, according to the author, is true?

1) The second form of socialism has more difficulties than the first.
2) The second form of socialism has the same difficulties as the first.
3) The second form of socialism has fewer difficulties than the first.
4) The author has not compared the difficulties of the two.

12. According to the author, the difference between the two kinds of socialists is that ...

1) one consists of thinkers and the others are active people.
2) the first have a definite philosophy and the second don't have any definite philosophy.
3) the first believe in gradual change while the others believe in revolutionary change.
4) the first are the products of Britain, while the others are products of Russia.

13. Which of the following were characteristics of St. Just and Robespierre?

1) Unconcern for other's suffering
2) Full confidence in their own wisdom
3) Both (1) and (2)
4) Neither (1) nor (2)

14. Which of the following according to the author, may not be the result of not verifying the desirability of socialism experimentally first?

1) Bloodshed.
2) Deprivation of current comfortable existence.
3) Corruption in high places.
4) Misery caused by resisting the change.

15. According to the philosophy of revolutionary socialism ...

1) the government takes over the villages first and then, gradually the whole country.
2) the government takes over all productive resources of the country at one stroke.
3) the government declares a police state and rules by decree.
4) there is no government as such: the people rule themselves by the socialist doctrine.

16. The word 'avow' in the context of the passage means _____.

1) proclaim 2) vow 3) affirm 4) deny

17. It may be inferred from the passage that the author's sympathies are on ...

1) neither side.
2) the side of the socialist doctrine.
3) the side of the second type of socialism.
4) the first type of socialism.

PASSAGE III

In 1787, Jeremy Bentham published a lengthy pamphlet entitled, "Defence of Usury: Showing the Impolicy of the Present Legal Restraints on the Terms of Pecuniary Bargains". What he was concerned with were loans between individuals or business enterprises. The legal restraints were limits on interest rates paid or received. Usury was and is the popular term for charging interest rates in excess of legal limits.

Bentham makes an overwhelmingly persuasive case for the proposition he sets forth at the beginning of the pamphlet, "viz. that no man of ripe years and sound mind, acting freely, and with his eyes open, ought to be hindered, with a view of his advantage from making such bargain, in the way of obtaining money, as he thinks fit; nor, (what is necessary consequence) anybody hindered from supplying him, upon any terms he thinks proper to accede to".

During the nearly two centuries since Bentham's pamphlet was published his arguments have been widely accepted by economists and as widely neglected by politicians. I know of no economist of any standing from that time to this who has favoured a legal limit on the rate of interest that borrowers could pay or lenders receive though there must have been some. I know of no country that does not limit by law the rates of interest and I doubt that there are any. As Bentham wrote, "in great political questions wide indeed is the distance between conviction and practice."

Bentham's explanation of the "grounds of the prejudices against usury" is as valid today as when he wrote: "The business of a money lender has nowhere, nor any time, been a popular one. Those who have the resolution to sacrifice the present to the future, are natural objects of envy to those who have sacrificed the future to the present. The children who don't have their cake to eat are the natural enemies of the children who have theirs. While the money is hoped for, and for a short time after it has been received, he who lends it is a friend and benefactor, by the time the money is spent, and the evil hour of reckoning is come, the benefactor is found to have changed his nature, and to have put on the tyrant and the oppressor. It is an oppression for a man to reclaim his money: it is none to keep it from him."

Bentham's explanation of the "mischief of the anti-usurious laws" is also as valid today as when he wrote that these laws preclude "many people altogether, from getting the money they stand in need of, to answer their respective exigencies." For still others, they render "the terms so much the worse... While, out of loving kindness, or whatsoever other motive, the law precludes the man from borrowing, upon terms which it deems too disadvantageous, it does not preclude him from selling, upon any terms, howsoever disadvantageous." His conclusion: "The sole tendency of the law is to heap distress upon distress."

Developments since Bentham's days have increased the mischief done by usury legislation. Economic progress has provided the ordinary man with the means to save. The spread of banks, savings-and-loan associations, and the like has given the ordinary man the facilities for saving. For the first time in history, the working class may well be net lenders rather than net borrowers. They

are also the ones who have the fewest alternatives, who find it hardest to avoid legal regulations, and who are therefore hardest hit by them.

Under the spur of (Congressman) Wright Patman and his ilk, the Federal Reserve now (1970) limits the interest rate that commercial banks may pay to a maximum of 4 percent for small savers but to 7 percent for deposits of $100,000 or more. And the deposits of small savers have been relatively stable or growing, while those of large depositors have been declining sharply because they have still better alternatives.

That is the way the self-labelled defenders of the 'people' look after their interests – by keeping them from receiving the interests they are entitled to. Along with Bentham, "I would... wish to learn... why the legislator should be more anxious to limit the rate of interest one way, than the other? Why he should make it his business to prevent their getting more than a certain price for the use of it than to prevent their getting less?... Let any one that can, find an answer to these questions; it is more than I can do."

18. The author is making a case for ...
    1) varying interest rates on loans.
    2) withdrawing the legislations on usury.
    3) reducing the interest rate difference on large deposits as against small deposits.
    4) ensuring that owners get interest rates, which are determined by free market operations.

19. The lament of the author is that the mischief that the law makes is that ...
    1) it puts a ceiling on interest rates.
    2) it overlooks economic theory.
    3) it accepts the selling of a product at an exorbitant price while lending at high interest rates is declared illegal.
    4) many needy people do not get money.

20. The author suggests ...
    1) that usury is desirable.
    2) that there should be no legal restrictions on interest rates.
    3) that one should have one's cake and eat it too.
    4) that he has no answer to the question of usury legislation.

21. How is usury defined?
    1) Charging interest rates in excess of legal limits.
    2) Charging exorbitant interest rates.
    3) Allowing any amount to be borrowed.
    4) None of the above.

22. Bentham was primarily concerned with ...

1) all loans in the economy.
2) loans by moneylenders.
3) loans by individuals and businesses.
4) loans by banks and financial institutions.

23. To reclaim his own money, man becomes an oppressor because ...

1) he will reclaim it with high interest.
2) the borrower cannot repay.
3) borrowers do not like to part with money.
4) the critical need being over, the money lent is of less value to the borrower.

24. Who should be allowed to borrow and lend at any interest rates?

1) Individuals and businesses.
2) Moneylenders.
3) Sane men acting freely and with full knowledge.
4) Small lenders and borrowers.

25. The author is ...

1) A politician.
2) A plutocrat.
3) A reformed post-glasnost Marxist.
4) A staunch supporter of free market operations.

26. Mischief of usury legislation has increased as ...

1) loans have increased.
2) more people have become lenders.
3) small lenders are hardest hit by the legislations.
4) more people, among the working class, are net lenders.

VA-2.5 | MUST-KNOW WORDS PART II THEORY

Tools to improve your vocabulary.

Dictionary

Every person who is trying to improve their vocabulary must possess a very good dictionary. The pocket editions will not do. It doesn't matter whether it is *Oxford* or *Merriam Webster*. But the fatter the dictionary is, the better it is. Keeping more than one dictionary is also a good idea. If you have not been educated through English medium, a regional language-to-English dictionary is also a must. And on a writer's desk the dictionary must be the most used book. *Merriam Webster* has a mobile app. Search for it in the play/app store and install today.

1. Word Lists

A wordlist helps you to –

1. Structure your vocabulary building exercise
2. List of commonly used words depending on their frequency in use
3. Exam specific preparation

However, a wordlist –

1. Will not improve your ability to use the words
2. Likely to forget words that you learn
3. Only short term benefits

Points to remember when you choose a wordlist

1. It should provide the pronunciation of the word and an example sentence
2. Choose a general wordlist and not topic or subject specific
3. Make sure that you study the wordlist regularly

Flash Cards

They're Inexpensive.
Flash cards can be one of the least expensive ways to study material. You don't need to buy a set of fancy illustrated cards. Instead, create flash cards with index cards that are 3-by-5 inches, which you can use with or without lines, depending upon the type of information you need.

They're Portable
Flash cards provide students with a portable learning tool. Rather than having to carry around a book or notebook, flash cards allow students the opportunity to transport as many cards as they need.

They're Efficient
The portability of flash cards can improve efficiency when learning new material. By taking the cards everywhere, students can make effective use of their time such as using them while walking on a treadmill.

They Make Learning Easier
One mistake students sometimes make when studying for college classes is trying to learn too much material at a time. This can make the learning process cumbersome and can be overwhelming. Flash cards eliminate extraneous material as they focus on only the most important elements of what students need to learn.

They're Versatile
You can utilize flash cards for virtually any subject. They make perfect learning tools for memorizing vocabulary for the study of foreign languages, English vocabulary, math formulas, dates and events for history classes, psychology terms and even more advanced topics, like medical terminology.

They Offer Various Study Methods
Since you can shuffle the order, flash cards prevent students from simply memorizing the order of the answers in long-list items. Reverse the flash cards so the answers can be seen first and students must surmise what the original questions were.

50 Great Books of all time.

(These are only Classics. There is no suggestion for casual reading in this list)

1. *In Search of Lost Time* by Marcel Proust
2. *Don Quixote* by Miguel de Cervantes
3. *Ulysses* by James Joyce
4. *The Great Gatsby* by F. Scott Fitzgerald
5. *Moby Dick* by Herman Melville
6. *Hamlet* by William Shakespeare
7. *War and Peace* by Leo Tolstoy
8. *The Odyssey* by Homer
9. *One Hundred Years of Solitude* by Gabriel Garcia Marquez
10. *The Divine Comedy* by Dante Alighieri
11. *The Brothers Karamazov* by Fyodor Dostoyevsky
12. *Madame Bovary* by Gustave Flaubert
13. *The Adventures of Huckleberry Finn* by Mark Twain

14. *Lolita* by Vladimir Nabokov
15. *The Iliad* by Homer
16. *Crime and Punishment* by Fyodor Dostoyevsky
17. *Alice's Adventures in Wonderland* by Lewis Carroll
18. *Wuthering Heights* by Emily Brontë
19. *Pride and Prejudice* by Jane Austen
20. *The Catcher in the Rye* by J. D. Salinger
21. *The Sound and the Fury* by William Faulkner
22. *To the Lighthouse* by Virginia Woolf
23. *Heart of Darkness* by Joseph Conrad
24. *Anna Karenina* by Leo Tolstoy
25. *Nineteen Eighty Four* by George Orwell
26. *Great Expectations* by Charles Dickens
27. *Middlemarch* by George Eliot
28. *Gulliver's Travels* by Jonathan Swift
29. *Catch-22* by Joseph Heller
30. *One Thousand and One Nights* by India/Iran/Iraq/Egypt
31. *The Grapes of Wrath* by John Steinbeck
32. *The Stories of Anton Chekhov* by Anton Chekhov
33. *Absalom, Absalom!* by William Faulkner
34. *Jane Eyre* by Charlotte Brontë
35. *The Trial* by Franz Kafka
36. *Invisible Man* by Ralph Ellison
37. *Mrs. Dalloway* by Virginia Woolf
38. *The Red and the Black* by Stendhal
39. *The Aeneid* by Virgil
40. *David Copperfield* by Charles Dickens
41. *Beloved* by Toni Morrison
42. *The Stranger* by Albert Camus
43. *Leaves of Grass* by Walt Whitman
44. *To Kill a Mockingbird* by Harper Lee
45. *A Portrait of the Artist as a Young Man* by James Joyce
46. *The Sun Also Rises* by Ernest Hemingway
47. *Collected Fiction* by Jorge Luis Borges
48. *Oedipus* the King by Sophocles
49. *Candide* by Voltaire
50. *The Canterbury Tales* by Geoffrey Chaucer

CLASS EXERCISE

Wordlist

Direction: *Given below is a list of Must-Know Words. Spend about half an hour to learn these words and their meanings. The example sentences will help you understand their usage in context. Pay attention to their spelling and pronunciation also; vocabulary items are learnt best when you have first mastered their spelling and pronunciation.*
The word list is followed by several exercises meant to help reinforce your learning. Do each of the exercises carefully. Vocabulary exercises are fun if you enjoy intellectual activities. So, apply your mind while mastering the 100 must-know words.

Following is the second part of the list.

PART TWO:

1. **Incisive** (adj.) clear, sharp, direct
   The professor was erudite and his analysis of the economy was *incisive*.
2. **Indolent** (adj.) lazy
   He lacked ambition and capacity; hence, led a life of *indolent* leisure.
3. **Inept** (adj.) not suitable or capable, unqualified
   Her child was good in studies but *inept* at sports.
4. **Infamy** (n.) notoriety, extreme ill repute
   The *infamy* of his crime will not lessen as time passes.
5. **Inhibit** (v.) to prevent, restrain, stop
   Consumption of cocoa butter is believed to *inhibit* the growth of tumors.
6. **Innate** (adj.) inborn, native, inherent
   We like to be with children because of their *innate* goodness.
7. **Insatiable** (adj.) incapable of being satisfied
   The student displayed an *insatiable* hunger for knowledge.
8. **Insular** (adj.) separated and narrow-minded; tight-knit, closed off
   The islanders were an *insular* community not receptive of new ideas, especially from outsiders.
9. **Intrepid** (adj.) brave in the face of danger
   The *intrepid* explorer scaled a volcano just before an eruption.
10. **Inveterate** (adj.) stubbornly established by habit
    No one trusted him for he was an *inveterate* liar.

11. **Jubilant** (adj.) extremely joyful, happy
    The crowd was *jubilant* when their favorite team won in the final.

12. **Keepsake** (n) something kept or given to be kept as a memento
    We were given books as *keepsakes* of the trip.

13. **Lithe** (adj.) graceful, flexible, supple
    As a dancer, Joanna had an impressive control of her *lithe* body.

14. **Lurid** (adj.) ghastly, sensational
    The tabloids gave all the *lurid* details of floating wreckage and dismembered bodies.

15. **Maverick** (n.) an independent, nonconformist person
    John is a real *maverick* and always does things his own way.

16. **Maxim** (n.) a common saying expressing a principle of conduct
    My mother's favorite *maxim* was "Don't count your chickens before they hatch."

17. **Meticulous** (adj.) extremely careful with details
    The politician was always *meticulous* about his appearance.

18. **Modicum** (n.) a small amount of something
    The do-it-yourself kit demanded only a *modicum* of skill to be put together.

19. **Morose** (adj.) gloomy or sullen
    David's *morose* nature made him very unpleasant to talk to.

20. **Myriad** (adj.) consisting of a very great number
    The city presented us with *myriad* possibilities for fun.

21. **Nadir** (n.) the lowest point of something
    His bout with depression reached its *nadir* when he was arrested for the third time.

22. **Nominal** (adj.) trifling, insignificant
    Because he was in dire need of money, Kim sold his new car for a *nominal* price.

23. **Novice** (n.) a beginner, someone without training or experience
    Because we were all *novices*, our instructor decided to begin with the basics.

24. **Nuance** (n.) a slight variation in meaning, tone, expression
    The *nuances* of the poem were not obvious to the casual reader, but the teacher was able to point them out.

25. **Oblivious** (adj.) lacking consciousness or awareness of something
    The cat had crept in silently, and we were *oblivious* to its presence in the room.

26. **Obsequious** (adj.) excessively compliant or submissive
    The cabinet ministers were annoyingly *obsequious* to the prime minister.

27. **Obtuse** (adj.) lacking quickness of sensibility or intellect
    Political opponents warned that the prime minister's *obtuse* approach to foreign policy would embroil the nation in mindless war.

28. **Panacea** (n.) a remedy for all ills or difficulties
    The law is expected to improve the lives of local farmers, but it is no *panacea*.

29. **Parody** (n.) a satirical imitation
    The stand-up comedian wrote a hilarious *parody* of a popular song.

30. **Penchant** (n.) a tendency, partiality, preference
    He had a *penchant* for backpack travel.

31. **Plethora** (n.) an abundance, excess
    The tourist spot offered a *plethora* of bustling restaurants, ritzy resorts and comfortable condos.

32. **Predilection** (n.) a preference or inclination for something
    The businessman had a *predilection* for expensive cars.

33. **Quaint** (adj.) charmingly old-fashioned
    The countryside was spotted with *quaint* cottages, reminiscent of another era.

34. **Rash** (adj.) hasty, incautious
    It's best to think things over calmly and thoroughly, rather than make *rash* decisions.

35. **Refurbish** (v.) to restore, clean up
    After being *refurbished* the old car fetched him a handsome price.

36. **Repudiate** (v.) to reject, refuse to accept
    The deal was *repudiated* because of charges of corruption.

37. **Rife** (adj.) abundant
    The student's writing was *rife* with spelling errors.

38. **Salient** (adj.) significant, conspicuous
    He highlighted the *salient* points in his essay in bold text.

39. **Serendipity** (n.) luck, finding good things without looking for them
    In a stroke of *serendipity*, the laborer inherited a lot of money from an unknown relative.

40. **Staid** (adj.) sedate, serious, self-restrained
    Everyone was surprised by the racy joke from the usually *staid* professor.

41. **Superfluous** (adj.) exceeding what is necessary
    The teacher asked her to delete the *superfluous* words from her essay.

42. **Sycophant** (n.) one who flatters for self-gain
    Some see the people in the cabinet as the Prime Minister's closest advisors, but others see them as *sycophants*.

43. **Taciturn** (adj.) not inclined to talk
    Though the sister never seems to stop talking, her brother is quite *taciturn*.

44. **Truculent** (adj.) ready to fight, cruel
    The opposition leader gave a *truculent* speech against the new government.

45. **Umbrage** (n.) resentment, offence
    He called me a lily-livered coward, and I took *umbrage* at the insult.

46. **Venerable** (adj.) deserving of respect because of age or achievement
    The *venerable* judge had made key rulings in several landmark cases.

47. **Vex** (v.) to confuse or annoy
    A headache *vexed* him all morning.

48. **Vociferous** (adj.) loud, boisterous
    My best friend is also my most *vociferous* critic.

49. **Wanton** (adj.) undisciplined, unmotivated, lewd, lustful
    Children often indulge in *wanton* cruelty towards animals.

50. **Zenith** (n.) the highest point, culminating point
    The *zenith* of her career as an artist came when she received the National Award.

DIRECTIONS: *The crossword has 25 words. Following are the clues.*

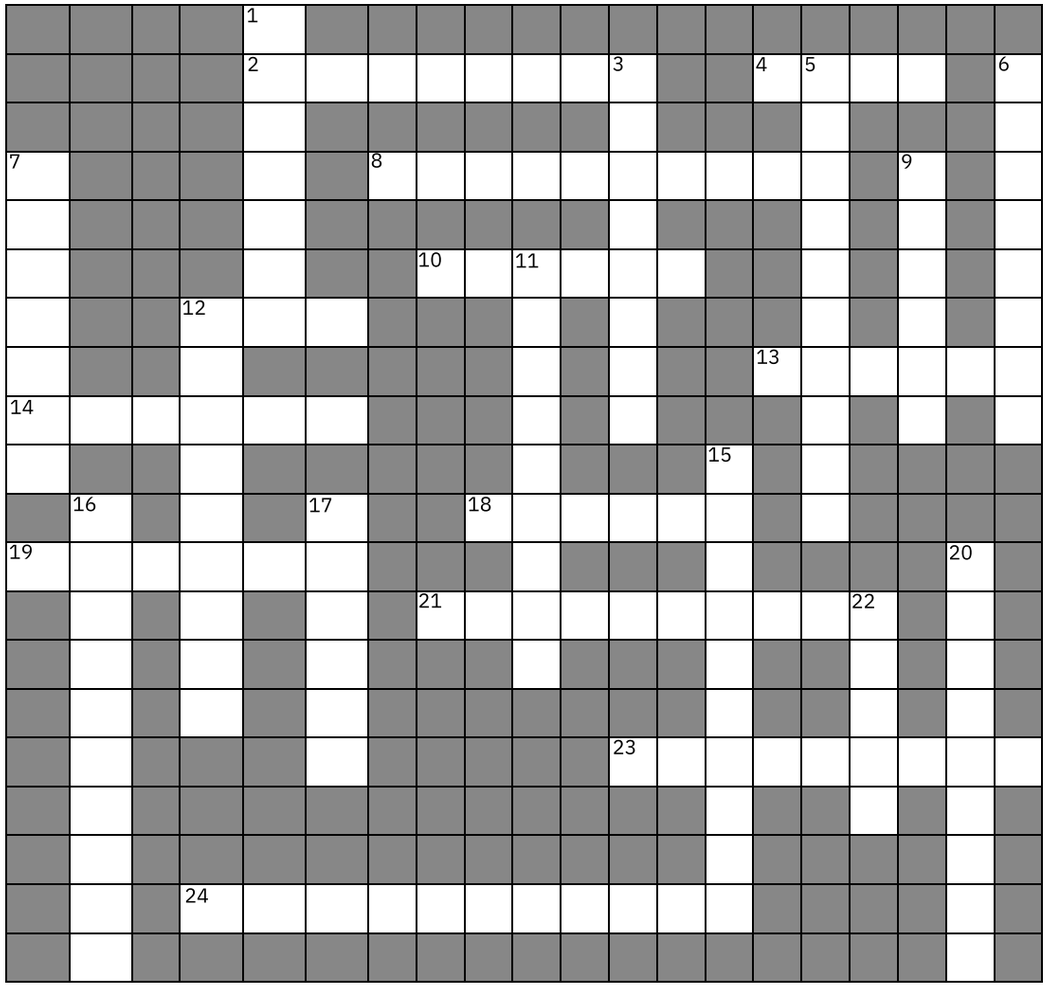
Across

2. Samuel A. _____, owned a lot of cattle, and he let them roam around Texas without a brand, or identification mark, seared into their skins. Samuel was a _____ for going against the common practice of tracking his animals, and his last name became part of the English language as both an adjective and a noun in the 19th century. (8)
4. Use the adjective _____ to mean "full of" or "widespread," especially when you're talking about something negative. If the teacher says the book is _____ with errors, you're not going to want to read it. (4)
8. _____ describes loudmouths, such as the _____ mob at the soccer game. (10)
10. When someone is _____, they seem to have a cloud of sadness hanging over them. This word is stronger than just sad — _____ implies being extremely gloomy and depressed. (6)
12. If some things _____ you, they bring you trouble or difficulty. In other words, they annoy, worry, distress, irritate, bother, or puzzle you. (3)
13. _____ describes something excessive, uncontrolled and sometimes even cruel. The principal sees a broken classroom window as a _____ act of vandalism done with _____ disregard for the rules, but the kids might just see it as fun. (6)
14. Use _____ to refer to a very small difference in colour, meaning, or feeling. What makes singers brilliant is not how loud they can sing a note, but how many _____ they can evoke through their approach. (6)
18. The adjective _____ is good for describing someone slow on the uptake. The adjective _____ literally means "rounded" or "blunt," but when it's used for a person, it means not quick or alert in perception (6)
19. The day the Japanese attacked Pearl Harbour, just before the start of World War II, was described by President Roosevelt as "a day that will live in _____." (disgrace or shame) (6)
21. If you disapprove of the overly submissive way someone is acting — like the teacher's pet or a celebrity's assistant — call them by the formal adjective_____. Those people are usually not being genuine; they resort to flattery and other fawning ways to stay in the good graces of authority figures. Those who say, "your wish is my command," are _____. (10)
23. If you don't notice or aren't aware, it means that the adjective _____ applies to you! The cartoon character Mr.Magoo is a perfect example of someone who is _____; his eyesight is so bad that he always gets himself into various scrapes and mishaps. (9)
24. When something is so unnecessary that it could easily be done away with, like a fifth leg for a table, call it _____. (11)

Down

1. When someone takes _____ at something, they find it offensive, and it probably makes them angry. (7)
3. In one of the Batman movies, Bruce Wayne keeps the pearls his mother wore the day she was murdered. Those pearls are a _____ something that has great meaning because of its association with a person (8)
5. If someone can't be satisfied, she is _____. After deprived of food for a few days, you'll find your hunger is _____ once you finally get to the table. (10)
6. If you were the bowler that delivered the ball that won the World Cup, you would be _____. (8)
7. If something stands out in a very obvious way, it can be called _____. It's time to find new friends if the differences between you and your current friends are becoming more and more _____. (7)

9. People have the _____ability to speak whereas animals do not. (6)
11. Whether it's a bike, an old computer, or a tennis stadium, when you _____ something you clean it up and make it look or perform better. (9)
12. The adjective _____ means "admired" and "respected" — it should describe how you feel about old folks and bosses, for example. It describes the wise old man at the top of the mountain who tells you the meaning of life. (9)
15. People who are _____ can be pretty annoying, what with their extreme attention to detail. But if that person is, say, your surgeon or your accountant, you'll want them to be _____. (10)
16. If you're an _____ doodler, all your notebooks are covered with drawings. If you're an _____ body builder, you probably get twitchy if you haven't gone to the gym in a week. (10)
17. If you've got _____ problems, it means you've got countless problems; loads of them; too many to count. Welcome to the club. (6)
20. If you are quick to argue, always looking for a fight, and hard to please, you are _____. You can also write a _____ essay, and fans upset by a loss can become _____. (9)
22. Something that is _____ is dignified, respectable — possibly even boring, like a _____ party that is heavy on the important guests but light on fun. (5)



Directions: *Choose the words that are opposite in meaning to the given words.*

1. Indolent
   1) Diligent 2) Inert 3) Acute 4) Insensitive

2. Zenith
   1) Nadir 2) Acme 3) Offense 4) Pleasure

3. Inept
   1) Clumsy 2) Unprofessional 3) Competent 4) Inherent

4. Wanton
   1) Outrageous 2) Observant 3) Eager 4) Decent

5. Inhibit
   1) Support 2) Allow 3) Restrict 4) Expedite

6. Truculent
   1) Uncultured 2) Kind 3) Secretive 4) Cruel

7. Jubilant
   1) Sorrowful 2) Mighty 3) Elated 4) Tiny

8. Plethora
   1) Allowance 2) Absurdity 3) Scarcity 4) Excess

9. Myriad
   1) Countless 2) Careless 3) Limited 4) Gloomy

10. Novice
    1) Neophyte 2) Arrogant 3) Common 4) Expert

Directions: *In the following questions, a word has been used in sentences in four different ways. Choose the option in which the usage of the word is incorrect or inappropriate.*

11. **INCISIVE**

1) The newspaper presented an ***incisive*** analysis of the election results.
2) The teacher berated the student for damaging the school property in an ***incisive*** tone of voice.
3) She is known for her ***incisive*** mind and quick wit.
4) When the robber pled for mercy, the policeman looked at him with ***incisive*** eyes.

12. **WANTON**

1) The ***wanton*** cruelty of the terrorists attack shocked the entire nation.
2) Being a meticulous person, he completed his project in a ***wanton*** way.
3) The cutting of trees for agriculture demonstrates ***wanton*** disregard for the environment.
4) Though he was born with a silver spoon in his mouth, he soon ***wantoned*** away his inheritance.

13. **LURID**

1) Though he was a superstar, he preferred to live a ***lurid*** life, far away from the eyes of the public or the media.
2) The CCTV camera captured all the ***lurid*** details of the massacre.
3) After the bomb blast, he saw the building through the ***lurid*** glow of flames. .
4) The magazine published all the ***lurid*** details of the actor's drunken birthday bash.

14. **VEX**

1) The farmers were ***vexed*** by the untimely rain as it destroyed their crops.
2) A headache ***vexed*** me all day.
3) After a tiring day at work, she was ***vexed*** to sit in the massage chair for relaxation.
4) She was trying to study but she was ***vexed*** by the noise of the construction work.

15. **MYRIAD**

1) Neil Armstrong was the ***myriad*** human to set foot on the moon.
2) I love seeing the ***myriad*** hues of green in a pasture.
3) Seeing the ***myriad*** stars in the sky was one my pastimes when I could not sleep at night.
4) Carbon in its various forms has a ***myriad*** of uses.

16. **VENERABLE**

1) Mr Kumar is a ***venerable*** member of our society.
2) .The annual feast is a ***venerable*** tradition that the village has maintained for centuries.
3) Deer are often a common sight in these parts and are often ***venerable***.
4) Ravi is driving his ***venerable*** automobile for the vintage car rally.

17. **NOMINAL**

1) The President is only the ***nominal*** head of our country as the actual power rests with the council of ministers.
2) Mumbai is one of the costliest places to live in and one can buy a house at ***nominal*** cost.
3) The museum has some interesting artifacts and charges only a ***nominal*** entry fee.
4) The scientists reported that the new space mission was ***nominal*** during the launch.

18. **OBLIVIOUS**

1) As children, we were ***oblivious*** of the various problems faced by adults.
2) The driver booked for speeding claimed that he was ***oblivious*** of the local speed limit.
3) She was ***oblivious*** of the fact that people were staring at her.
4) The doctor was ***oblivious*** while conducting the operation.

19. **SALIENT**

1) The black and white stripes are a ***salient*** feature of the zebra.
2) There were many important things to be packed before shifting house and a child's broken toy was ***salient*** among them.
3) The student made notes of the ***salient*** points of the professor's speech. .
4) Since the consultant's report included a lot of technical terms, the manager decided to discuss only the ***salient*** points of the report at the meeting.

20. **RASH**

1) After a careful discussion, he made a ***rash*** promise to buy the new house.
2) The ***rash*** on my skin is due to an allergy.
3) There is more police patrolling on the streets after a ***rash*** of robberies last month.
4) Don't do anything ***rash*** till we get a clear picture.

Directions: *In the following sentences, a word has been highlighted. Choose the option in which the usage of the highlighted word is incorrect or inappropriate.*

21.

1) Aishwarya has a ***lithe*** body as she regularly practices yoga.
2) After the death of her husband, Uma grew ***morose*** and aloof.
3) She chose to work in the Human Resource department as she is ***inept*** at dealing with people.
4) Deep ***repudiated*** the contract as the pay was not good and he had to travel a lot.

22.

1) Checkpoints were put in place to ***inhibit*** drunk drivers from cruising around on New Year's Eve.
2) When the poor farmer's son won five crores in a singing competition, he realized that he could never have earned this ***modicum*** amount without his parents support.
3) The children performed a beautiful ***parody*** of a mythological drama.
4) It was by ***serendipity*** that I found your address listed on the website.

23.

1) Though Alia is a great actor, she is very ***obsequious*** and talks rudely to her subordinates.
2) Deforestation is the result of man's ***insatiable*** greed for more and more goods and services.
3) Ranveer is known for his ***maverick*** red carpet style and rule-breaking outfits.
4) My doctor has asked me to reduce weight and I have to get rid of the ***superfluous*** pounds.

24.

1) Jaya was an ***inveterate*** traveler and works for a travel company as a tour guide.
2) She remained ***taciturn*** as she was angry, and didn't want to say anything which she might regret later.
3) I know you are a religious person but please don't take ***umbrage*** at my atheist views.
4) When Nadal won the French Open Championship for the tenth consecutive time, he was at the ***nadir*** of his career.

25.

1) My husband loves to be ***indolent*** on weekends as he works very hard on weekdays.
2) I love listening to songs with my eyes closed so that I can hear every ***nuance*** of the songs.
3) The parents were ***vociferous*** as they protested against the fee hike in front of the school.
4) There was a ***plethora*** of water in the village due to a severe drought.

26.

1) Indians were ***jubilant*** when the Indian cricket team won the World Cup finals.
2) John was so ***meticulous*** in his work that he made several mistakes in his assignment.
3) The ***sycophant*** actor flattered the producer in order to get the lead role in a new movie.
4) My daughter becomes ***truculent*** if I do not give in to her demands.

27.

1) John was appointed at an entry-level position as he was a ***novice*** in the field of marketing.
2) Lata was at the ***zenith*** of her career when she won her third consecutive national award.
3) Charles was an ***intrepid*** fellow who did not like to go out of the house after sunset.
4) Though they are twins, Ram prefers the exciting city life while Shyam loves the ***staid*** life of the village.

28.

1) Being a trained classical singer, I have a ***predilection*** for rock music and never listen to it.
2) The Hopi are an ***insular*** tribe and are known for guarding their ancient culture from outside influences.
3) My favourite ***maxim*** comes from the book *Gone With the Wind* when Scarlet says – Tomorrow is another day.
4) When we reached the campsite, it was ***rife*** with mosquitoes from the nearby marshes.

29.

1) Rock pigeons were used to carry messages from one place to another, as they have an ***innate*** ability to find their way home.
2) Rupa has a ***penchant*** for sea-food as she is a vegetarian.
3) The village had ***quaint*** houses where tourists could live and experience the life of a farmer.
4) We decided to ***refurbish*** the house before Diwali.

30.

1) Reema got her grandmother's wedding jewellery as a ***keepsake***.
2) Though John served a prison sentence for the crime he committed, he lived the rest of his life in ***infamy***.
3) Stop drinking alcohol; it is not a ***panacea*** to all your problems.
4) Shlok is a very ***obtuse*** student and always tops his class.

PRACTICE EXERCISE-1

Directions: *In the given passage, a word / group of words is kept blank. Choose the word / group of words that most appropriately completes the passage.*

Each year, tens of thousands of tourists ___(1)___ to Kenya's national parks to try to catch a glimpse of the "big five": elephants, rhinoceros, leopards, buffalos, and lions. The international draw of these animals means that, on the macro-level, the nation's economy is ___(2)___ tied to the protection of its wildlife. Park fees, lodging, and safari services ___(3)___ millions of dollars annually. The tourism industry ___(4)___ over 12 percent of Kenya's GDP and employs more than 300,000 people. If Kenya's wildlife disappears, so does its second-largest source of income. Considering the rapid urban expansion and development taking place in Kenya, this isn't unimaginable. Several experts have ___(5)___ that the nation's most treasures species could vanish entirely from the country in the next two decades.

1.	1) scatter	2) flock	3) confer	4) embark
2.	1) unwillingly	2) inextricably	3) courteously	4) gaily
3.	1) hold up	2) bear with	3) bring in	4) cast about
4.	1) accounts for	2) regards in	3) perceives with	4) measures on
5.	1) ignored	2) discounted	3) predicted	4) scoffed

Directions: *In the given passage, a word / group of words is kept blank. Choose the word / group of words that most appropriately completes the passage.*

As India awaits the arrival of the annual summer monsoon, hopes are particularly high for normal rainfall that is so ___(6)___ for agriculture, rivers and wetlands. The India Meteorological Department has ___(7)___ normal rainfall with an onset date in the first week of June in Kerala. It has also ___(8)___ a significant possibility of a deficit. The monsoon ___(9)___ is crucial for farming that is rain-fed, and represents 45% of agricultural output. The southwest monsoon is a ___(10)___ of India's overall prosperity, and sustained efforts to make the best use of rainfall are absolutely important for farms, cities and industry.

6.	1) trivial	2) sprightly	3) fervent	4) vital
7.	1) recollected	2) summoned	3) forecast	4) revived
8.	1) signalled	2) guaranteed	3) augmented	4) winked

9. 1) penalty 2) mishap 3) burden 4) bounty

10. 1) strain 2) determinant 3) result 4) threat

Directions: *Rearrange the given alphabets to form a meaningful word and choose its correct meaning from the options given below.*

11. YAHAPT
1) Indifference 2) Concern 3) Aptitude 4) Remorse

12. SNICDER
1) Avoid 2) Favour 3) Shorten 4) Notice

13. EVNONTBELE
1) Careful 2) Charitable 3) Partial 4) Miserly

14. RWBLA
1) Courage 2) Opposite 3) Fight 4) Greed

15. CMELMENOTP
1) Complete 2) Adjust 3) Erase 4) Run

16. UIDOBUS
1) Reliable 2) Mythical 3) Doubtful 4) Ignorant

17. ETABRECAXE
1) Force 2) Aggravate 3) Alleviate 4) Restrain

18. NMTFDEAUALA
1) Trivial 2) Harsh 3) Cautious 4) Basic

19. INVTVNOAIE
1) New 2) Habitual 3) Incapable 4) Sharp

20. BOEEOSLT
1) Pitiful 2) Practical 3) Outdated 4) Modern

Directions: *The following question consists of four sentences in which certain idioms/phrases are used. Choose the sentences in which the usage of the idioms/phrases is incorrect.*

21.

1) Since all the preparations for the party were completed, we decided ***to roll up our sleeves***.
2) The financial report of the company has to be kept a secret till the meeting so we are ***keeping a lid on it***.
3) The nuclear attack on Japan ***brought the country to its knees***.
4) The ***jury is still out*** on whether genetically modified food is harmful to humans or not.

22.

1) The children are excited to leave for their picnic and are ***dragging their feet*** about it.
2) The Chit-Fund company ***led investors up the garden path*** by promising to double their investments in one year.
3) Though we didn't win the World Cup, we gave Australia ***a run for their money***.
4) Sara dances very well and ***has the makings of*** a good artist.

23.

1) Though the town was already tense because of communal riots, the murder of a local politician ***added fuel to the fire***.
2) Rahul has been ***burning the candle at both ends*** as he wants to pass the CAT and secure admission in IIM.
3) My son ***cried his eyes out*** when his pet dog died.
4) I am ***rushed off my feet*** as today is a holiday and I don't have any work to do.

24.

1) To be ***on the safe side***, I always check if the gas is turned off before leaving the house.
2) I now request the Chairman to ***take the floor***.
3) Vikas has won a big amount in a lottery and is trying to ***keep the wolf from the door***.
4) My mother had to go ***under the knife*** due to a heart problem.

25.

1) Riya was invited to the premier of the new movie and decided to ***crash the gate***.
2) Though the builder could not complete the project, he could not be punished as he was ***in cahoots with*** a powerful politician.
3) Kumar ***made no bones about*** telling his daughter that she could not work in night shifts.
4) As the tax collections have increased, a complete overhaul of the tax system is ***in the offing***.

26.

1) People from all ***walks of life*** joined the protest rally.
2) Though the entire right side of her body was paralysed, physiotherapy helped Mona ***get back on her feet***.
3) The design for the house was rejected by the client and so it's ***back to the drawing board*** for us.
4) We were all enjoying the farewell party and decided to ***put a damper on*** it.

27.

1) Ram has failed in the exams and now he has to ***face the music***.
2) Whenever Shyam is given a job, he always ***passes the buck***.
3) The boss was very happy with my presentation and ***lashed out*** at me.
4) Since everybody was learning computers, I decided to ***jump aboard*** and joined a computer institute near me.

28.

1) Before the annual function began, the dancers were ***put through their paces***.
2) The wicked stepmother hated Cinderella as Cinderella was the ***apple of her eye***.
3) Though Siya works hard, with two children and an unemployed husband, she finds it difficult to ***make ends meet***.
4) The school elections were closely contested but Gopal ***won by a neck***.

29.

1) Though the deadline is approaching, I haven't completed my project ***by a long shot***.
2) After the accident, Mr.Puri decided to ***take a back seat*** and let his son run the business.
3) Because of my father's illness, I had to ***dip into*** my savings to pay the medical bills.
4) The police officer got a ***rap on the knuckles*** for arresting the dreaded thief.

30.

1) As soon as the terrorists' location was known, the army ***zeroed in*** on the location of their hideout.
2) Though I was very nervous about the interview, I answered the questions ***as best as I could***.
3) Mr Singh's promotion nearly doubled his salary due to which the repayments on his new house have become an ***albatross around his neck***.
4) Since parents were unhappy in the steep increase in school fees, they ***vent their spleen*** on the school's website.

PRACTICE EXERCISE-2

Directions: *The following question has a sentence with two blanks. Given below each question are four pairs of words. Choose the pair that best completes the sentence.*

1. Hundreds of Indian villages have been _____ as a _____ drought forces families to abandon their homes in search of water.
   1) vacated.....historical
   2) supported.....historical
   3) evacuated.....historic
   4) occupied.....historic

2. Tribal peoples are being _____ from their customary forests and ancestral lands not only to make way for agriculture but also to keep _____forests and away from the pilfering hands of human exploitation.
   1) shoved.....moral
   2) expelled.....sullied
   3) evicted .....pristine
   4) ejected.....sterile

3. The _____ environmental conditions, such as water shortage and land erosion are increasingly affecting rural livelihoods, _____ people to seek economic opportunities in urban areas.
   1) deteriorating.....forcing
   2) undermining.....inhibiting
   3) languishing.....aiding
   4) impairing.....restraining

4. _____ receiving billions of dollars in foreign aid toward strengthening infrastructure and agriculture in the country, Afghanistan remains woefully vulnerable and ill-prepared to _____ the effects of climate change.
   1) though.....traverse
   2) because.....repel
   3) despite.....combat
   4) however.....engage

5. Mount Everest _____ adventurers from all over, but the mountain is fast becoming a dangerous place to visit even for the hardened mountaineer because of the _____ risks.
   1) attracts..... extrinsic
   2) rummages.....inherited
   3) tempts.....auxiliary
   4) draws.....inherent

6. A year after the state government's _____ action quickly brought the deadly Nipah virus infection outbreak under check, the state has once again shown _____ in dealing with a recently reported case.
   1) tardy.....fervour
   2) sluggish.....gaiety
   3) apathetic.....zeal
   4) prompt.....alacrity

7. The deadly fire in an education institute that _____ in the death of 22 young people _____ the gap between the country's visions of smart cities and the cruel reality of urban chaos.

1) terminated.....quenched
2) resulted.....highlights
3) preceded.....undervalued
4) initiated.....undermined

8. The ISRO has added another _____ in its cap by successfully launching a satellite which will _____ India's capability in mapping the national disaster management programme.

1) wing.....denounce
2) feather.....enhance
3) feature.....undermine
4) medal.....augment

9. The overwhelming message from the global assessment report of the WWF is that human beings have so _____ exploited nature, and that species belonging to a quarter of all studied animal and plant groups on earth are _____ threatened and nearing extinction.

1) rapaciously..... seriously
2) greedily.....casually
3) savagely.....trivially
4) covertly..... lightly

10. The cyclone has left a _____ of destruction across a large part of the state, but its management has emerged as a global example of how timely action can dramatically _____ loss of life.

1) wake.....diminish
2) conduit.....prolong
3) orbit.....amplify
4) trail.....reduce

Directions: *Following is a list of phrasal verbs along with their meanings. Choose the incorrect phrase or the incorrect meaning from the given options.*

11.

1) Give away – To donate
2) Give in – To admit defeat
3) Give through – To betray
4) Give off – To emit

12.

1) Back down – To withdraw
2) Back out – To withdraw
3) Back over – To assist
4) Back up – To support

13.

1) Hand on – To pass to the next in succession
2) Hand out – to give freely
3) Hand by – To push back
4) Hand over – To yield control of

14.

1) Call forth – To cause to come into existence
2) Call upon – To make a demand on
3) Call off – To cancel
4) Call about – To bring back

15.

1) Keep at – To persist in doing something
2) Keep over – Not to give back
3) Keep back – Not to go near something
4) Keep off – To stop

16.

1) Fall apart – To succumb to mental or emotional stress
2) Fall for – To fall in love
3) Fall under – To be influenced by something
4) Fall below – To be unemotional

17.

1) Look after – To take care of
2) Look back – To think about something in the past
3) Look for – To search for
4) Look upon – To wait with anticipation

18.

1) Break over – To pack up tents and resume a journey
2) Break down – To stop functioning
3) Break ground – To begin construction
4) Break even – To have income exactly equal to expenditure

19.

1) Get going – To get started
2) Get from – To come to a destination
3) Get through – To succeed in an exam
4) Get over – To overcome a problem

20.

1) Cut above – Superior in nature
2) Cut across – To cross a shorter route
3) Cut back – To reduce
4) Cut of – To remove by cutting

Directions: *Rearrange the given alphabets to form a meaningful word and choose its correct meaning from the options given below.*

21. TSEUNOACI

1) Weak 2) Loose 3) Able 4) Stubborn

22. AEITUACLPT

1) Defeat 2) Conquer 3) Surrender 4) Allow

23. BUSATSITNATE

1) Confirm 2) Deny 3) Reject 4) Break

24. OLBRTCLAOAE

1) Disagree 2) Accept 3) Cooperate 4) Oppose

25. CUIEITSZRN

1) Neglect 2) Hide 3) Explain 4) Examine

26. IIDADNS

1) Praise 2) Hatred 3) Humility 4) Sympathy

27. IAGRPAMTC

1) Rude 2) Polite 3) Practical 4) Illogical

28. TNEOLUP

1) Lucky 2) Luxurious 3) Lengthy 4) Early

29. RCUIEELSV

1) Talkative 2) Infamous 3) Sociable 4) Isolated

30. MALEUET

1) Imitate 2) Gather 3) Separate 4) Search

VA-2.6 | READING COMPREHENSION REVISER 2

CLASS EXERCISE

DIRECTIONS: *Read the passages carefully and answer the questions that follow. (Time: 1 hour)*

Passage I

Think back to the world fifteen years ago. Google had just gotten started; Facebook and Twitter didn't exist. There were no smartphones; no one had remotely conceived of the possibility of the hundred thousand iPhone apps that exist today. The few large-impact technologies (versus slightly incremental advances in technologies) that have occurred in the past fifteen years are black-swan technologies. In his book *The Black Swan*, Nassim Taleb defines a black swan as an event of low probability, extreme impact and only retrospective predictability. Black swans can be positive or negative in their effects and are found in every sector. Still, black-swan technology is a conceptual tool that should be in everybody's cognitive toolkit, because the challenges of climate change and energy production we face are too big to be tackled by known solutions and safe bets.

Twenty years ago, there was absolutely no interest in replacing traditional telecommunications infrastructure with Internet protocols. After all, there were hundreds of billions of dollars invested in the legacy infrastructure, and it looked as immovable as today's energy infrastructure. Conventional wisdom would recommend incremental improvements to maximize the potential of the existing infrastructure. The fundamental flaw in conventional wisdom is the failure to acknowledge the possibility of a black swan. The likely future is not a traditional econometric forecast but rather one of today's improbable becoming tomorrow's conventional wisdom. Who would be crazy enough to have forecast in 2000 that by 2010 almost twice as many people in India would have access to cell phones as to latrines? Wireless phones were once only for the very rich back then. With a black-swan technology shot, you need not be constrained by the limits of the current infrastructure, projections or market. You simply change the assumptions.

Many argue that since we already have some alternative energy technology, we should quickly deploy it. They fail to see the potential of blackswan technology possibilities; they discount them because they mistake 'improbable' for 'unimportant' and cannot imagine the art of the possible that technology enables; this alone runs the risk of spending vast amounts of money on outdated conventional wisdom. Even more important, it won't solve the problems we face. Focusing on short-term, incremental solutions will only distract us from working on producing the home runs that could change the assumptions regarding energy and society's resources. While there is no shortage of existing technology providing incremental improvements today (be it thin-film solar cells, wind turbines, or lithium-ion batteries), even summed they are simply irrelevant to the scale of our problems. They may make for interesting and sometimes large businesses, but will not affect the prevailing energy and resource issues at scale. For that, we must look for and invest in quantum

jumps in technology with low probability of success; we must create black-swan technologies. We must enable the multiplication of resources that only technology can create.

So, what are these next-generation technologies, these black-swan technologies of energy? They are risky investments that stand a high chance of failure but enable larger technological leaps that promise earth–shaking impact if successful: making solar power cheaper than coal, or viable without subsidies; economically making lighting and air conditioning 80 percent more efficient. Consider 100 percent more efficient vehicle engines, ultra-cheap energy storage, and countless other technological leaps we can't yet imagine. It's unlikely that any single shot works, of course. But even ten Google-like disruptions out of ten thousand shots will upend conventional wisdom, econometric forecasts, and, most important, our energy future.

1. What does the term 'black-swan technologies' mean?
   1) Unlikely and unforeseeable technologies that make a huge impact.
   2) Incremental improvements that maximize the potential of the existing technologies.
   3) Risky and unsuccessful improvements in technology that change the assumptions of a field.
   4) Both (1) and (3).

2. The reference to Google, Facebook and Twitter in the first paragraph is meant to provide examples of:
   1) Recent black-swan technologies.
   2) Black-swan technologies with both positive and negative impacts.
   3) Conceptual tools for the cognitive toolkit.
   4) All of the above.

3. What is the author mainly trying to do in the course of this passage?
   1) Argue that black-swan technologies are usually preferable to conventional wisdom.
   2) Convince people to focus on black-swan technologies in the field of energy.
   3) Predict that new black-swan technologies will change the field of telecommunications.
   4) Show people that black-swan technologies are vitally important in all fields.

4. Why is the author against the existing alternative energy technologies, such as wind turbines?
   1) He considers them improbable and unimportant.
   2) He thinks that they do not have a large scale effect.
   3) He prefers to work with the older, tried and tested solutions.
   4) He thinks that it would not be practical to deploy them quickly.

Passage II

About 10,000 years ago, human beings began to devote almost all their time and effort to manipulating the lives of a few animal and plant species. From sunrise to sunset humans sowed seeds, watered plants, plucked weeds from the ground and led sheep to prime pastures. This work, they thought, would provide them with more fruit, grain and meat. It was a revolution in the way humans lived – the Agricultural Revolution.

This revolution enlarged the sum total of food at the disposal of humankind, but the extra food did not translate into a better diet or more leisure. Rather, it translated into population explosions and pampered elites. The average farmer worked harder than the average forager, and got a worse diet in return. The Agricultural Revolution was history's biggest fraud. Who was responsible? Not kings, priests or merchants. The culprits were a handful of plant species, including wheat, rice and potatoes. These plants domesticated *Homo sapiens*, rather than vice versa.

Think for a moment about the Agricultural Revolution from the viewpoint of wheat. Ten thousand years ago wheat was just a wild grass, one of many, confined to a small range in the Middle East. Suddenly, within just a few short millennia, it was growing all over the world. According to the basic evolutionary criteria of survival and reproduction, wheat has become one of the most successful plants in the history of the earth. In areas such as the Great Plains of North America, where not a single wheat stalk grew 10,000 years ago, you can today walk for hundreds upon hundreds of kilometres without encountering any other plant. Worldwide, wheat covers about 2.25 million square kilometres of the globe's surface, almost ten times the size of Britain. How did this grass turn from insignificant to ubiquitous?

Wheat did it by manipulating *Homo sapiens* to its advantage. Our species had been living a fairly comfortable life hunting and gathering until about 10,000 years ago, but then began to invest more and more effort in cultivating wheat. Within a couple of millennia, humans in many parts of the world were doing little from dawn to dusk other than taking care of wheat plants. It wasn't easy. Wheat demanded a lot of them. Wheat didn't like rocks and pebbles, so people broke their backs clearing fields. Wheat didn't like sharing its space, water and nutrients with other plants, so men and women laboured long days weeding under the scorching sun. Wheat got sick, so people had to keep a watch out for worms and blight. Wheat was defenceless against other organisms that liked to eat it, from rabbits to locust swarms, so the farmers had to guard and protect it. Wheat was thirsty, so humans lugged water from springs and streams to water it.

The body of *Homo sapiens* had not evolved for such tasks. It was adapted to climbing apple trees and running after gazelles, not to clearing rocks and carrying water buckets. Human spines, knees, necks and arches paid the price. Studies of ancient skeletons indicate that the transition to agriculture brought about a plethora of ailments, such as slipped discs, arthritis and hernias. Moreover, the new agricultural tasks demanded so much time that people were forced to settle permanently next to their wheat fields. This completely changed their way of life. We did not domesticate wheat. It domesticated us. The word 'domesticate' comes from the Latin *domus*, which means 'house'. Who's the one living in a house? Not the wheat. It's the people.

5. Why, according to the author, was the Agricultural Revolution 'history's biggest fraud'?

1) It led to a negative change in lifestyle for human beings.
2) It resulted in kings, priests and merchants taking advantage of everyone else.
3) It provided people with more fruit, grain and meat, but at the price of back-breaking labour.
4) It resulted in wheat domesticating humans, rather than vice versa.

6. According to the author, wheat domesticated human beings, rather than vice versa. This is meant to be _____ the real situation.

1) a metaphor for
2) a comical view of
3) an exaggeration of
4) a different way of looking at

7. According to the author, wheat is:

1) solely to be blamed for the Agricultural Revolution.
2) an ambitious plant that ruthlessly exploited humans for its own survival.
3) one of the main reasons that humans adopted an unhealthy lifestyle.
4) All of the above.

8. Which of the following is true as per this passage?

1) Wheat originated as an ordinary grass in the Middle East.
2) Wheat has been growing in North America for 10,000 years.
3) Foraging for food is harder than growing it on a farm.
4) Wheat covers 2.25% of the globe's surface.

9. Which of these is NOT one of the things human beings did for wheat, as per this passage?

1) Clearing obstructions from wheat fields.
2) Removing competing plants from the wheat fields.
3) Protecting wheat from parasites and predators.
4) Providing nutrients to enable wheat to grow faster.

PASSAGE III

Mad Max: Fury Road was a movie made in the editing room. With very little dialogue, lots of complicated action scenes, a near-endless car chase, and many mostly-unnamed characters to connect with and keep track of, the movie's editing made the difference between a gripping action movie and an incoherent mess.

So it's odd, perhaps, that director George Miller chose Margaret Sixelas the movie's editor. Not only had she never worked on an action movie before, instead working on movies like Happy Feet and *Babe: Pig in the City*, she didn't even particularly like action movies. Yet she made the movie a triumph, and became the 12th woman in history to win the Oscar for best editing.

People have attributed her success to the fact that she's a woman, working in the action genre. Miller himself said he wanted her to work on the movie' because if a guy did it, it would look like every other action movie'. But Sixel denies that, saying: 'I don't feel very female about it.' And I think it does a slight disservice to Sixel's talent to attribute her success to the fact that she's a woman, as though all male editors edit in exactly the same way, and all female editors bring more emotion and empathy to the equation. Sixel didn't create an Oscar-worthy movie out of over 470 hours of footage because she was a woman.

But I think it helped that she brought a different perspective – not necessarily the perspective of being female, but the perspective of someone who's not seen a lot of action movies. She hadn't internalized a sense of how these movies 'should' be done, and so was able to bring something new. Her fresh perspective made it easier for the movie to avoid tropes and narrative laziness, and that's not a case of gender, so much as a case of bringing a different eye to the project.

That isn't to say that gender doesn't matter at all. Editing, along with fields such as directing and cinematography, forces the viewer into the perspective of the artists, even if we never think of them as we watch. They decide how a moment is framed, what angle is used, what's left in the movie and what's left on the cutting room floor – we see the entire movie through whatever perspective they create. This means that we often see movies through that male gaze, leading, intentionally or unintentionally, to significant differences in how male and female characters are presented, such as where viewers' eyes are drawn in each shot. One of the cinematographers for *Mad Max* even commented that he struggled to follow Miller's directive to keep the focus of the scene in the centre of the shot, because his instinct told him to include the beautiful girls in the back of the cab in the shot too. We need different perspectives in film, and having more women behind the camera and in the editing room is an important part of that. It lets us see movies we've all seen before – action movies, superhero movies, any kind of movie – with different eyes.

But gender isn't the whole story. The success of *Mad Max: Fury Road* wasn't just because Margaret Sixel was a female editor. It's because of the magical combination of her female perspective, and her non-action-movie perspective, and her unique world perspective, and her immense talent and hard work and dedication. It's not an 'oh it was done by a woman' thing. It's an 'it was done by Margaret Sixel' thing.

10. What is the author's opinion of *Mad Max: Fury Road*?

    1) She thinks it's an incoherent mess, despite being edited by a talented editor.
    2) She considers it a decent action movie, but not Oscar-worthy.
    3) She admires the movie, especially because of its great editing.
    4) She likes the movie immensely, and considers it unlike all other action movies.

11. How much difference did Margaret Sixel's gender make in her work on *Mad Max: Fury Road*?
    1) It was the sole important factor.
    2) It was a small but significant factor.
    3) It made very little difference.
    4) It made absolutely no difference.

12. What is the importance of movie editors, as per this passage?
    1) Editors create the perspective we see the movies from.
    2) Editors help movies avoid stale tropes and clichés.
    3) Editors decide what the focus of each shot is to be.
    4) Editors decide how male and female characters are viewed differently.

13. According to this passage, Margaret Sixel is:
    1) the first female movie editor.
    2) the first female movie editor to win an Oscar.
    3) the first female movie editor to work on an action movie.
    4) None of the above.

14. Which of the following would the author agree with?
    1) A person who is not familiar with a particular genre can bring a fresh new perspective to it.
    2) Female editors bring a more emotional and empathetic perspective to the movies they edit.
    3) The role of cinematographers in movies is not all that important, as the audience usually remains unaware of their work.
    4) The quality of direction in a movie depends greatly on the editing and cinematography.

PASSAGE IV

The history of life has not unspooled as a simple line. As Darwin proposed, it has grown like a tree over time, as new species have branched off from old ones. Most of those branches have been pruned by extinction, but not before they gave rise to life as we see it around us on Earth today.

Scientists have been drawing and redrawing the tree of life for decades. At first they could only compare different species by looking at their anatomy, such as the sutures of skulls and the twists of wombs. But this method failed when scientists tried to step back and look at life on its broadest scale. You can compare elm leaves to the leaves of maples or pines, but there are no leaves on humans to compare them with. Fortunately, elms and humans are both based on DNA. By sequencing snippets of genetic material from hundreds of species, ranging from frogs to yeast to cyanobacteria, scientists over the past 25 years have assembled the tree of life.

This tree is not an icon, but a scientific hypothesis. It offers the simplest interpretation of the genetic sequences that scientists have studied – how genes have mutated from one form to another. As new species are discovered and new genes are sequenced, the simplest interpretation may demand that some of the branches be rearranged. Now scientists are able to compare the entire genomes of hundreds of species.

This tree is a strange thing to behold. In the late nineteenth century, evolutionary biologists drew the tree of life as if it were a mighty oak, with branches coming off a main trunk. The simplest organisms such as bacteria sprouted near its base, and humanity was placed at its very crown, the pinnacle of evolution. But instead of a single shaft of evolution ever ascending, scientists now see life splayed out into an unruly thicket.

The tree is split into three main branches. Our own, the eukaryotes, includes plants, fungi and animals, as well as single-celled protozoa, such as amoebae that live in the forest soil and the oceans, and parasites that cause diseases like malaria, dysentery and giardia. Eukaryotes all have a distinct sort of cell. They keep most of their DNA balled up in their nucleus, and their cells contain many other compartments where new proteins are built and energy is generated.

Biologists once thought that all of the species that were not eukaryotes fell into a single group, known as prokaryotes. After all, they all seem to look the same. Their DNA, for instance, floats loose inside their membranes, not coiled in a nucleus. But the genes tell another story. Bacteria form their own branch, while there is a third major branch on the tree of life that is more closely related to us than to bacteria. First identified in the 1970s by University of Illinois biologist Carl Woese, these organisms may look like bacteria, but they have cellular machinery that is radically different. Woese named these microbes archaea, meaning ‘first’, for the branch on which they appear.

The base of the tree of life represents the last common ancestor of all life on Earth today. All living species share certain things in common. All of them, for example, carry their genetic information as DNA and use RNA to turn them into proteins. The simplest explanation for these universal properties is that all living species inherited them from a common ancestor. That common ancestor therefore must have been a relatively sophisticated creature. In turn, it must have descended from a long line of ancestors. For all we know, there were deeper branches that we can’t see now because they’ve become extinct. And beyond these vanished ancestors lies the origin of life itself.

15. What is this passage about?

    1) The history and origin of life
    2) The different kinds of forms of life
    3) The relationships among living things
    4) The importance of DNA in living things

16. 'You can compare elm leaves to the leaves of maples or pines, but there are no leaves on humans to compare them with.' What is the point the author is making in this statement?

1) Humans cannot be compared to trees, as they lack leaves.
2) The leaves on trees need to be compared to completely different body parts of humans.
3) Organisms cannot be compared to those that lack their most important features.
4) It is difficult to adequately compare vastly different organisms.

17. Which of the following is true, as per this passage?

1) Archaea are more closely related to eukaryotes than to bacteria.
2) The microbes that cause diseases like malaria are prokaryotes.
3) The cell structure of prokaryotes is more complicated than that of eukaryotes.
4) Archaea were given a named meaning 'first' because they were discovered before bacteria.

18. Humanity is the pinnacle of evolution. Would the author of this passage agree with this statement?

1) Yes
2) No
3) Partially
4) Cannot be determined

19. What does the author mean by claiming that the tree of life is not an icon?

1) The concept of the tree of life is not understood well enough in the scientific community.
2) The tree of life is an idea that has helped scientists understand the genetic underpinnings of life.
3) The tree of life is not merely a symbolic representation, but rather an explanation for the interrelatedness of life.
4) The tree of life concept has more than just symbolic value, as it also points to the fact that life originated from trees.

PASSAGE V

Throughout the earlier part of the 20th century, it was widely (and perfectly reasonably) assumed that dinosaurs were a group of extinct reptiles. Admittedly, some were dramatically large or rather outlandish looking compared to modern reptiles, but they were crucially still reptiles. In the 19th century, Richard Owen (and Georges Cuvier before him) had confirmed that dinosaurs were anatomically most similar to living reptiles, creatures such as lizards and crocodiles. On this basis it was inferred, logically, that most of their biological attributes would have been similar, if not identical, to those of these living reptiles: they laid shelled eggs, had scaly skins and had a 'cold-blooded', or ectothermic, physiology.

This combination of attributes created an entirely unexceptional view of dinosaurs: they were large, scaly, but crucially slow-witted and sluggish creatures. Their habits were assumed to be similar to those of lizards, snakes and crocodiles. The only puzzle was that dinosaurs were mostly built on a far grander scale compared to even the very biggest of known crocodiles.

There were many depictions of dinosaurs in popular books, and scientific ones, wallowing in swamps, or squatting as if barely able to support their gargantuan bodies. Some particularly memorable examples, such as O. C. Marsh's *Stegosaurus* and *Brontosaurus*, reinforced these conceptions. Both had enormous bodies and the tiniest of brains (even Marsh remarked in disbelief at the 'walnut-sized' brain cavity of his *Stegosaurus*). So lacking in brainpower was *Stegosaurus* that it was deemed necessary to invent a 'second brain', in its hip region,to act as a sort of back-up or relay station for information from distant parts of its body, thus confirming the 'stupid' and 'lowly' status of dinosaurs beyond reasonable doubt.

While the weight of comparative evidence undoubtedly sustained this particular perception of the dinosaur, it ignored, or simply glossed over, contradictory observations: many dinosaurs, such as little *Compsognathus*, were known to be lightly built and designed for rapid movement. By implication they should have had rather un-reptile-like levels of activity.

This view was challenged in 1964, when John Ostrom found the remains of a new and unusual predatory dinosaur. By 1969 Ostrom was able to describe the new dinosaur in sufficient detail and to christen it *Deinonychus* ('terrible claw') in recognition of a wickedly hooked, gaff-like claw on its hind foot. Ostrom noted a number of unexpected anatomical features in *Deinonychus*. It was a relatively large-brained, fast moving predator capable of sprinting on its hind legs and attacking its prey – common sense said that this was no ordinary reptile. These observations prepared the intellectual ground for a revolution that would shatter the then rather firmly held view of dinosaurs as archaic and outmoded creatures that plodded their way to extinction at the close of the Mesozoic Era.

One of Ostrom's students, Robert Bakker, took up this theme by aggressively challenging the view that dinosaurs were dull, stupid creatures. Bakker argued that there was compelling evidence that dinosaurs were more similar to today's mammals and birds. It should not be forgotten that this argument echoes the incredibly far-sighted comments made by Richard Owen in 1842, when he first conceived the idea of the dinosaur. Mammals and birds are regarded as 'special' because they can maintain high activity levels that are attributed to their 'warm-blooded', or endothermic, physiology. Living endotherms maintain a high and constant body temperature, have highly efficient lungs to maintain sustained aerobic activity levels, are capable of being highly active whatever the ambient temperature, and are able to maintain large and sophisticated brains; all these attributes distinguish birds and mammals from the other vertebrates on Earth.

Bakker argued that far from being slow and dull, dinosaurs were intelligent, highly active creatures that had stolen the world from the traditionally superior mammals for 160 million years in the Mesozoic Era. Rather than being ousted from the world by the evolutionary rise of superior mammals, they had only given up their dominance because of some freakish climatic event 65 million years ago.

20. Choose a suitable title for this passage.

1) The Rise of the Dinosaurs
2) A History of Dinosaurs
3) The Changing View of Dinosaurs
4) Dinosaurs: Reptiles or Mammals?

21. Which of these can be inferred about reptiles, based on this passage?

1) They tend to move slowly.
2) They have an endothermic physiology.
3) They have gargantuan bodies.
4) They have a second brain in their hips.

22. Which of these is true about *Deinonychus*?

1) It could run very fast on its hind legs.
2) It had a wickedly hooked claw on its front foot.
3) It was a predator that hunted other dinosaurs.
4) John Ostrom discovered it in 1969 and described it in detail.

23. According to the newer view about dinosaurs,they:

1) were the dominant creatures on Earth for roughly 65 million years.
2) ruled the world, before being ousted by the rise of mammals during the Mesozoic Era.
3) were archaic and outmoded creatures that went extinct at the end of the Mesozoic Era.
4) had highly efficient lungs and maintained a constant body temperature.

24. Dinosaurs were more similar to birds and mammals than to reptiles. Which of these people is LEAST likely to agree with this statement?

1) Richard Owen 2) O. C. Marsh 3) John Ostrom 4) Robert Bakker

25. According to the author, the idea that dinosaurs were reptiles was:

1) something that laypeople believed, not scientists.
2) not based on any evidence, and even contradicted some evidence.
3) reasonable, as it was based on anatomical similarities between the two.
4) based on noticeable similarities between the biological attributes of the two.

PRACTICE EXERCISE-1

Directions: *Read the passage carefully and answer the questions that follows. (Time: 1 hour)*

PASSAGE I

From the dawn of civilization to the invention of the atomic clock, our lives have been governed by time. We've parsed our days and our activities with the changing seasons, with the movements of the sun, moon and stars. Consciousness of time is so fundamental that it's hard to imagine how units of time, and the very process by which temporal progress is tracked, have greatly evolved over the centuries. The technology of timekeeping has changed the world and in turn, has been changed by that new world, over and over again throughout history.

In the beginning, the only time that mattered was Father Time: the journey from birth to death. Of course, there was also Mother Earth, who dictated when to sleep, when to rise, when to reap and when to sow. Minutes and hours were inconsequential. Our only clocks were the sun and the moon, and time was determined by need. The closest we came to modern clock-oriented time – and it wasn't very close – was in the broader sectioning of the day into rough ideas of morning, noon and night, each demarcated by the sun's position in the sky.

The earliest devices for keeping time were, unsurprisingly, sundials. The oldest existing sundial dates back to 1500 BCE in Egypt. Sundials come in all shapes and sizes, and work in a variety of different configurations. No matter how a sundial is designed, however, it must adhere to one basic principle: the rotation of the heavenly bodies in a predictable, but non fixed, path. Drawn from a developing human understanding of the movements of the planets, solar-based timekeeping devices employ shadows to mirror or suggest this path. A single shadow-casting object, usually a rod or spike called a 'gnomon', is fixed either vertically or horizontally to a surface marked at equal intervals. As the sun moves from east to west across the sky, the gnomon casts a shadowed line on the marked surface. As time passes and the sun moves, so does the shadow, rotating around the central point over the course of the day.

Sundials are great on a bright and sunny day. Unsurprisingly, without the sun they don't do much. Because of this obvious flaw, they only ever served to track time during daylight hours. Since people in 1500 BCE mostly slept at night, that was mostly all right. Of course, sundials had other limitations: they were also useless inside and on overcast days.

Eventually, sundials were followed by short-span timers – the ancient ancestors of the stopwatch: hour glasses and water clocks. Both items were similar in design and used a predetermined quantity of water or sand that moved from one place to another at a fixed rate. By waiting for the clock to run out, a person could track smaller units of time, many of them task oriented: how long to leave something in a vat of dye, for example, or how long to let mortar cure.

Time technology, you see, has always both kept pace with and set the pace of human endeavour, and as we moved from fields to cities, clocks became increasingly complicated. Many thousands of years after the first standing stone circles were used to track the sun and the seasons, real mechanical clocks came into being. These massive, if not particularly accurate, clocks employed complex puzzles of gears, springs, weights and levers. They still only indicated the hour, like a sundial – but no sun was required, reflecting both our increasingly indoor lifestyle and our newly emerging tendency to stay up after sunset.

1. Choose a suitable title for this passage.
   1) A History of Sundials
   2) The Invention of Clocks
   3) Timekeeping in the Past
   4) Father Time and Mother Earth

2. Which of the following is true about sundials, as per this passage?
   1) The earliest sundials used to include mirrors.
   2) Hourglasses and water clocks were the ancestors of sundials.
   3) The gnomon is a rod or spike that moves around the face of the sundial.
   4) Sundials have major limitations that constrain their usage.

3. What is the similarity between hourglasses and water clocks?
   1) They were both mechanical in nature.
   2) They were both useful only during certain parts of the day.
   3) They allowed people to tell the time in terms of minutes rather than hours.
   4) They were used to track time spans rather than tell the current time.

4. If this passage were to be continued, what would the author most likely go on to discuss next?
   1) How the advent of mechanical clocks affected society
   2) What the disadvantages of the first mechanical clocks were
   3) What the time technology of the modern world is like
   4) How standing stone circles were used to track the sun and the seasons

PASSAGE II

We don't know what ancient Greek music sounded like, because there are no examples of it in written or notated form, nor has it survived in oral tradition. Much of it was probably improvised anyway, within certain rules and conventions. So we are forced largely to guess at its basis from the accounts of writers such as Plato and Aristotle, who were generally more concerned with writing about music as a philosophical and ethical exercise than with providing a technical primer on its practice.

All the same, the very word music stems from this tradition: it is 'Music', meaning 'inspired by the Muses'. It seems Greek music was predominantly a vocal form, consisting of sung verse accompanied by instruments such as the lyre or the plucked kithara (the root of 'guitar'). In fact, Plato and Aristotle considered music in which the lyre and flute played alone and not as the accompaniment of dance or song to be 'exceedingly coarse and tasteless'. The melodies seem to have had a very limited pitch range, since the instruments generally span only an octave, from one E (as we'd now define it) to the next. Poetry intended for singing with lyre accompaniment was 'lyric', the origin of our term for the words of songs. In fact, just about all poetry was set to music; while Aristotle refers to a form of verse that uses language alone, he says that it doesn't even have a name.

Greek music would probably not sound so very strange to us, since its 'scales' (an anachronistic term here) seem to have been composed of notes rather close to those we use in Western music today. Indeed, something like the diatonic scale may be very ancient: it has been suggested, based on a decoding of a love song from around 1400 BC written on a clay tablet, that even the Sumerians used something of this sort.

As far as we can tell, the Greeks made no real use of harmony – of two or more different notes sounded simultaneously (although they would surely have overlapped when played on plucked instruments such as lyres). Instead their music was monophonic, in which a single voice sang a melody that was duplicated on an instrument. Purely instrumental music seems to have been a rarity. All this makes it the more striking that the Pythagoreans seem so concerned about 'harmony' – but here they are referring to a notion of orderly relationships between entities, such as the whole-number ratios of frequencies.

The oldest Greek treatise specifically on music is the Harmonics of Aristoxenus, a philosopher who studied within the Pythagorean tradition and became a pupil of Aristotle in the fourth century BC. From this text we learn that the musical system was based on the interval of a perfect fourth. The organizational unit was called a tetrachord, a sequence of four notes in which the highest and lowest were separated by a fourth and the inner notes were somewhat flexibly tuned: despite the Pythagoreans' carefully worked-out scheme, it seems that these inner notes were tuned by ear, not by maths. These tetrachords were combined in various ways to make' 'scales' spanning an octave, which were called modes.

It's not clear what the various modes really meant to the Greeks: whether they were truly different types of 'scale', or the same 'scale' transposed to different 'keys', or perhaps simply music that has particular qualities. It may be that the names of the various modes actually referred to different things at different times. Some musicologists suspect that modes were not simply collections of notes from which the Greeks composed freely, but had associated with them melodic motifs, prefabricated units that were combined to make songs. A system like that was certainly used for Byzantine hymns, and it is also a feature of some other musical traditions, notably the ragas of India.

5. Choose a suitable title for this passage.

1) The History of Music
2) Ancient Greek Music
3) Ancient vs. Modern Music
4) Musical Traditions in the Ancient World

6. Which of the following would Aristotle agree with?

1) Poetry is meant to be sung, not recited or read.
2) Dancing should not be included in a musical performance.
3) Music should be centred on the concept of harmony.
4) The practice of music is more important than its philosophical basis.

7. How has ancient Greek music influenced modern Western music?

1) The diatonic scale used by the former is still the basis for the latter.
2) Instruments such as the flute and guitar used in the former are still used in the latter.
3) The tetrachord, the organizational unit of the former, is still used by the latter.
4) None of the above.

8. Which of the following is true about music in ancient Greece, as per this passage?

1) It would sound odd to modern ears.
2) Though no written examples of it survive,it is still alive in oral tradition.
3) It was not based on producing more than one note at a time.
4) It was similar to Byzantine hymns and the ragas of India.

9. Which of these following English words CANNOT be inferred to have a root in ancient Greek, according to this passage?

1) Music 2) Scales 3) Lyric 4) Guitar

PASSAGE III

Is religion out-of-bounds to science? It all depends on what you mean. If you mean the religious experiences, beliefs, practices, texts, artefacts, institutions, conflicts, and history of our species *H.sapiens*, then this is a voluminous catalogue of unquestionably natural phenomena. Considered as psychological states, drug-induced hallucination and religious ecstasy are both amenable to study by neuro scientists and psychologists. Considered as the exercise of cognitive competence, memorizing the periodic table of elements is the same sort of phenomenon as memorizing a prayer. Considered as examples of engineering, suspension bridges and cathedrals both obey the law of gravity and are subject to the same sorts of forces and stresses. Considered as saleable manufactured goods, both mystery novels and Bibles fall under the regularities of economics. The logistics of holy wars do not differ from the logistics of entirely secular conflicts.

In his book *Rocks of Ages* (1999), the late Stephen Jay Gould defended the political hypothesis that science and religion are two 'non-overlapping magisteria' – two domains of concern and inquiry that can coexist peacefully as long as neither poaches on the other's special province. The magisterium of science is factual truth on all matters, and the magisterium of religion, he claimed, is the realm of morality and the meaning of life. Although Gould's desire for peace between these often warring perspectives was laudable, his proposal found little favour on either side, since in the minds of the religious it proposed abandoning all religious claims to factual truth and understanding of the natural world (including the claims that God created the universe, or performs miracles, or listens to prayers), whereas in the minds of the secularists it granted too much authority to religion in matters of ethics and meaning. Gould exposed some clear instances of immodest folly on both sides, but the claim that all conflict between the two perspectives is due to overreaching by one side or the other is implausible, and few readers were persuaded.

But whether or not the case can be made for Gould's proposal, my proposal is different. There may be some domain that is religion's alone to command, some realm of human activity that science can't properly address and religion can, but that does not mean that science cannot or should not study this very fact. Gould's own book was presumably a product of just such a scientific investigation, albeit a rather informal one. He looked at religion with the eyes of a scientist and thought he could see a boundary that revealed two domains of human activity. Was he right? That is presumably a scientific, factual question, not a religious question. I am not suggesting that science should try to do what religion does, but that it should study, scientifically, what religion does.

10. What is the point of the comparisons in the first paragraph?

    1) Certain types of religious experiences are not qualitatively different from secular ones.
    2) Certain types of religious experiences are strikingly similar to their secular counterparts.
    3) Religious experiences can be scientifically studied when they fulfil certain criteria.
    4) Religious experiences are just as amenable to scientific analysis as their secular counterparts.

11. What is the author's opinion of Stephen Jay Gould's idea of science and religion as two 'non-overlapping magisteria'?

    1) He thinks that Gould's idea is highly problematic, as it does not give enough credit to either side.
    2) He thinks that while there is some merit in Gould's idea, it exaggerates the idea that the clash is due to both sides overreaching.
    3) While he himself mostly agrees with Gould's idea, he points out that it is considered problematic by both sides.
    4) The author does not provide his own opinion; he simply describes other people's reaction to Gould's idea.

12. How is the author's proposal different from Gould's?

1) Gould suggested that science cannot do what religion does; the author wants both science and religion to study what the other does.
2) Gould suggested that science cannot do what religion does; the author wants science to study what religion does.
3) Gould suggested that neither science nor religion should do what the other does; the author wants science to study what religion does.
4) Gould suggested that neither science nor religion should do what the other does; the author wants both science and religion to study what the other does.

PASSAGE IV

Microeconomics studies how millions of consumers choose what goods and services to buy, how producers make decisions to meet these demands, and how the two sides interact. Much of the time the transactions work fairly smoothly. That is why microeconomics is often a story of the dog that did not bark in the night, which in turn explains why non-economists are often unaware of any microeconomic problems. But from time to time things do go wrong – for example, the gasoline shortages in the 1970s and the housing bubble and its collapse in the 2000s. Therefore it behoves all intelligent people to get some basic understanding of microeconomics: when and how transactions go well, when and why they fail, and what can be done when they do fail or threaten to fail.

In most societies, consumers and producers interact in markets – not necessarily traditional bazaars and marketplaces, but shops, restaurants, other venues like bargaining tables and auctions, and increasingly the Internet. In a market, buyers pay a price to sellers for the good or service. This price serves a twofold purpose. First, if something is scarce, its price rises; thus a high price conveys information about scarcity. Second, when a price is high, a supplier of that good or service can profit by producing more of it, and buyers will buy less or switch to something else; thus a high price also provides a natural incentive for actions that alleviate the scarcity. Information and incentive mechanisms to coordinate transactions between producers and consumers, and specifically whether and how prices work in this dual capacity, are the main subject matter of microeconomics.

The focus on information and incentives also tells us when and why the price mechanism can fail: it may convey inadequate or wrong information or incentives, or responses to these signals may not occur. The most frequent failure of this kind arises when one person's actions have spillover effects on others. Every car driver contributes to air pollution, which increases the scarcity of clean air. But there is no market or price for clean air, so no one gets a signal of that scarcity and no one has a profit incentive to alleviate it.

The price mechanism can also fail if responses to its signals are suppressed. Price controls suppress them. So do barriers to entry of new producers: whether natural barriers, strategic ones erected by entrenched producers, or those created by government policies. Further, existing producers can conspire to preserve some scarcity so as to drive up the price for their own greater profit.

In socialist countries where production and supply are in the hands of the state, its functionaries have little to gain personally by satisfying consumers and suffer few penalties by neglecting them. Without markets the functionaries even lack good information about scarcity. That is why those systems have chronic shortages and poor quality.

A different kind of market failure arises from a moral or ethical perspective. The signals and incentives of the price mechanism are ineffective if would be buyers don't have the purchasing power to back up their desire. In the 'Simple Simon' nursery rhyme, the Pieman said to Simple Simon: 'Show me first your penny,' and Simon had to reply: 'Indeed I have not any'. This is a trivial example, but we may legitimately regard some wants such as health and education as meritorious or basic human rights, regardless of a person's private ability to pay for them. Deciding and implementing policies to fulfil such wants become an issue in political economy.

13. In this passage, the author is trying to:
    1) Provide a basic understanding of economic transactions and concepts.
    2) Provide suggestions for preventing economic transactions from failing.
    3) Explain price mechanisms in microeconomics and reasons for their failure.
    4) Categorize the different types of price mechanism failures in microeconomics.

14. What does the author mean by the phrase 'a story of the dog that did not bark in the night'?
    1) A situation in which everything goes exactly as expected.
    2) A situation in which things go unexpectedly wrong.
    3) A situation in which things could have gone wrong, but didn't.
    4) A situation in which people don't react when things go wrong.

15. Why does the price mechanism fail in socialist countries?
    1) The state favours certain producers and suppliers over others.
    2) Producers and suppliers are disconnected from consumers.
    3) New producers are barred from entering the markets.
    4) The markets suffer from chronic shortages and poor quality.

16. The 'Simple Simon' example is meant to show that:
    1) Some people don't have the money to pay for basic needs such as health and education.
    2) The price mechanisms are ineffective when the potential customers don't have the money to pay for what they want to buy.
    3) Even something as trivial as nursery rhymes can provide an insight into how price mechanisms work.
    4) All of the above.

17. Assume a hypothetical scenario in which there is a strictly enforced fine for contributing to air pollution. Would this fine help curb pollution, based on the microeconomics principles discussed in this passage?

    1) Yes, as it would effectively put a price on clean air.
    2) No, as it would make clean air scarcer.
    3) Yes or no, depending on how high the fine is.
    4) This scenario is beyond the scope of microeconomics.

PASSAGE V

The Great Famine of 1845–9 was modern Ireland's worst catastrophe and indeed the most severe natural disaster in 19th-century Europe. Known also as 'the Great Hunger', the calamity was set off by *Phytophthora infestans*, a fungus which had travelled to Ireland from the Americas, continental Europe and Great Britain. It attacked potato crops, often with horrific speed, spoiling a crucial source of food for Ireland's population. Over half of 1845's crop was free from the disease, but the following year's almost completely failed. There appeared to be some improvement in 1847, but the acreage planted was very small and shortage was endemic, not least because many hungry people had eaten the seed potatoes which were normally planted. It was not until 1849 that a near-normal crop was reported. The tragedy was compounded by the spread of diseases that affected both rural and urban Ireland.

The Famine cast a long shadow over modern Ireland, its effects reaching deep into the social, political and economic life of the country, and probably still further into the psyche of its survivors. Though there is still some disagreement about precise figures, any inventory of the demographic impact of the Famine provides a grim reminder of the scale of tragedy that unfolded in Ireland in the 1840s: about one million dead through starvation and disease; the emigration of around 1.5 million in the ten years between 1845 and 1855; and the decline of cottiers or labourers, already disadvantaged as the poorest section of the agrarian hierarchy. The horrendous deaths of some of the people who were crammed aboard the 'coffin ships' bound for America also left a lasting legacy of bitterness.

A controversial debate has grown up around the question of the adequacy and effectiveness of the relief measures introduced by British governments during the crisis. No 19th-century British government was prepared to throw limitless amounts of money at 'Irish problems', but the Famine governments could not be accused of outright callous negligence. Prime Ministers Peel and Lord John Russell from 1846 initiated schemes including public works programmes and the massive distribution of free food from 1847, but these could never in themselves hope to quell the tide of death and wretchedness, and they were never intended to provide cures for Ireland's many ills. They were inhibited by structural difficulties, inefficient organization and a serious shortage of food in Europe. The scale and extent of relief schemes were also constrained by a profound

reluctance to upset the economic status quo which, it was believed, could send both the British and Irish economies into freefall. The overall effectiveness of relief efforts was also hampered by delays, bureaucratic incompetence and insensitivity, and the mistaken decision to suspend all aid before the crisis had receded. Sadly, relief was for many degrading, inadequate and slow to arrive.

18. What was the cause of the Great Famine of 1845–9 in Ireland?

1) The failure of the crops in Ireland due to a natural disaster.
2) The over reliance by Irish people on potatoes as the main source of food.
3) The spoilage of the Irish potato crop due to a fungal infection.
4) The spread of diseases caused by a fungal infection throughout Ireland.

19. Which of these statements is NOT true according to this passage?

1) The Great Famine of 1845-9 in Ireland was one of a series of similar famines all around Europe in the 19th century.
2) The Famine was exacerbated by the fact that the potatoes that would have normally been planted were eaten by the starving people.
3) The population of Ireland decreased by around 2.5 million between 1845 and 1855.
4) A number of Irish people who were fleeing the Famine died en route to America due to the poor conditions on the ships.

20. What is the author's attitude towards the British governments' response to the Irish Great Famine?

1) She points out that though the British governments did sincerely try to help, they did not do the best they could have done.
2) She states that though the British governments did what they could, they should not be held responsible for what happened in Ireland.
3) She excuses the British governments' less than perfect aid by pointing out that they were hindered by external difficulties.
4) She accuses the British governments of callousness and insensitivity, and blames them for not providing enough aid.

PASSAGE VI

If American policy towards Europe in the post-war years had been a conspicuous success, and towards Asia a disappointing balance between success and failure, it could be said that the most conspicuous thing about relations with Latin America was the absence of any policy. Franklin Roosevelt, to be sure, had launched a 'Good Neighbour' policy, but being a good neighbour was, it seemed, a negative rather than a positive affair, a matter of keeping hands off, of making the Monroe Doctrine, in form at least, multilateral. All through the post-war years, the states of Latin America–Mexico and Chile were partial exceptions–were in the throes of major economic and social

crises. Population was growing faster than in any other part of the globe, without a comparable increase in wealth or productivity; the gap between the poor and the rich was widening; and as the rich and powerful turned to the military for the preservation of order and privilege, the poor turned to revolution.

Deeply involved in other quarters of the globe, the United States paid little attention to the fortunes or misfortunes of her neighbours to the south, and when she did intervene, it appeared to be on the side of order and the status quo rather than on the side of reform. So frightened was the United States of 'Communism' in Latin America that it preferred military dictatorship to reformers who might drift too far to the 'left', and sustained a Batista in Cuba, a Trujillo in the Dominican Republic, a Peron in Argentina, and a Jimenez in Venezuela.

In his last two years, President Eisenhower had tried to mend his Latin American fences. Though rejecting a Brazilian proposal of a Marshall Plan for Latin America, he did take the initiative in setting up an Inter-American development Bank with a capital of one billion dollars, almost half of it supplied by the United States. Other government investments in Latin America ran to some four million dollars, while private investments exceeded nine billion. Yet to most Americans, all this seemed a form of economic aid, many Latin Americans regarded it as economic imperialism. In September 1960, came a co-operative plan that could not be regarded as other than enlightened: the Act of Bogota, which authorised a grant of half a billion dollars to subsidise not only economic but social and educational progress in Latin America. "We are not saints", said President Eisenhower when he visited Santiago de Chile, "We know we make mistakes, but our heart is in the right place".

But was it? President Kennedy was confronted by the same dilemma that had perplexed his predecessors. Clearly it was essential to provide a large-scale aid to the countries south of Rio Grande, but should this aid go to bolster up established regimes and thus help maintain the status quo, or should it be used to speed up social reforms, even at the risk of revolt? As early as 1958, the then Senator Kennedy had asserted that "the objective of our aid program in Latin America should not be to purchase allies, but to consolidate a free and democratic Western Hemisphere, alleviating those conditions which might foster opportunities for communistic infiltration and uniting our peoples on the basis of constantly increasing living standards".

This conviction that raising the standards of living was the best method of checking Communism now inspired President Kennedy's bold proposal for the creation of the Alliance for Progress – a ten-year plan designed to do for Latin America what the Marshall Plan had done for Western Europe. It was to be "a peaceful revolution on a hemispheric scale, a vast co-operative effort, unparalleled in magnitude and nobility of purpose, to satisfy the basic needs of the American people for homes, work, land, health and schools." To achieve this, the United States pleaded an initial grant of one billion dollars, with the promise of additional billions for the future.

21. Following World War II, which problem was the United States most concerned with regarding Latin America?

1) Economic stability
2) Political ideology
3) Religious persecution
4) Military dictatorship

22. A key reason why Latin Americans rejected the Inter-American Development Bank was that .....

1) it primarily provided money for social reform subsidies.
2) the money provided was only for specific performance projects.
3) it constituted an extension of the Marshall Plan into Latin America.
4) it was being used as a means to control the economic destiny of Latin America.

23. Which of the following is most closely associated with the concept of a Marshall Plan for Latin America?

1) The Good Neighbour Policy
2) The Alliance for Progress
3) The Act of Bogota
4) The Monroe Doctrine

24. According to the passage, the fundamental change in U.S. foreign policy directed towards Latin America ...

1) resulted in a deterioration of U.S.-Latin American relations.
2) was responsible for Peron remaining as a dictator in Peru.
3) recognised that economic aid alone would prevent social revolutions.
4) provided for increased military and economic aid to prevent the spread of communism in Latin America.

25. Which of the following statements is not true?

1) Mexico and Chile did not experience the general social crises that are common to the majority of Latin American countries.
2) President Eisenhower continued in practice the theory that economic aid was the best defence against communist incursion into Latin America.
3) The Good Neighbour Policy favoured a multilateral interpretation of the Monroe Doctrine.
4) The traditional U.S. approach in Latin America was to protect the status quo.

26. Which of the inferences can be drawn if everything said in the passage were assumed to be true?

1) Rebellions are fuelled by social reforms and avoided by supporting established authorities or continuing the present state of affairs.
2) The American policy towards Asia can be called an overall success, though small in magnitude.
3) Kennedy, in 1958, wanted America to aid South American countries to acquire more support in their fight against communism.
4) Eisenhower rejected the Marshall Plan, whereas Kennedy implemented a similar one.

PRACTICE EXERCISE-2

Directions: *Read the passage carefully and answer the questions that follow. (Time: 75 minutes)*

Passage I

Improvements in astronomical observation technology have shown us that every star in the sky likely hosts at least one planet. Do any of these worlds have aliens living on them? In a recent paper, the astronomer Woodruff Sullivan and I show that while we do not know if any advanced extra-terrestrial civilizations currently exist in our galaxy, we now have enough information to conclude that they almost certainly existed at some point in cosmic history.

Among scientists, the probability of the existence of an alien society with which we might make contact is discussed in terms of something called the Drake equation. In 1961, the astronomer Frank Drake suggested that the odds of contact with alien life depended on how many advanced extra terrestrial civilizations existed in the galaxy. He identified seven factors on which that number would depend, and incorporated them into an equation.

The first factor was the number of stars born each year. The second was the fraction of stars that had planets. After that came the number of planets per star that travelled in orbits in the right locations for life to form (assuming life requires liquid water).The next factor was the fraction of such planets where life actually got started. Then came factors for the fraction of life-bearing planets on which intelligence and advanced civilizations (meaning radio signal emitting) evolved. The final factor was the average lifetime of a technological civilization.

Drake's equation was not a statement of a universal law. It was a mechanism for fostering organized discussion, a way of understanding what we needed to know to answer the question about alien civilizations. In 1961, only the first factor – the number of stars born each year – was understood. And that level of ignorance remained until very recently.

That's why discussions of extraterrestrial civilizations, no matter how learned, have historically boiled down to mere expressions of hope or pessimism. What, for example, is the fraction of planets that form life? Optimists might marshal sophisticated molecular biological models to argue for a large fraction. Pessimists then cite their own scientific data to argue for a fraction closer to 0. But with only one example of a life-bearing planet (ours), it's hard to know who is right.

But our new planetary knowledge has removed some of the uncertainty from this debate. Three of the seven terms in Drake's equation are now known. We know the number of stars born each year. We know that the percentage of stars hosting planets is about 100. And we also know that about 20 to 25 percent of those planets are in the right place for life to form. This puts us in a position, for the first time, to say something definitive about extraterrestrial civilizations – if we ask the right question.

In our recent paper, Professor Sullivan and I did this by shifting the focus of Drake's equation. Instead of asking how many civilizations currently exist, we asked what the probability is that ours is the only technological civilization that has ever appeared. By asking this question, we could bypass the factor about the average lifetime of a civilization. This left us with only three unknown factors, which we combined into one 'bio technical' probability: the likelihood of the creation of life, intelligent life and technological capacity.

You might assume this probability is low, and thus the chances remain small that another technological civilization arose. But what our calculation revealed is that even if this probability is assumed to be extremely low, the odds that we are not the first technological civilization are actually high. Specifically, unless the probability for evolving such a civilization on a habitable-zone planet is less than one in 10 billion trillion, then we are not the first.

To give some context for that figure: in previous discussions of the Drake equation, a probability for civilizations to form of one in 10 billion per planet was considered highly pessimistic. According to our finding, even if you grant that level of pessimism, a trillion civilizations still would have appeared over the course of cosmic history.

1. Which of the following is NOT one of the factors included in the Drake equation?
   1) The number of planets per star.
   2) The fraction of stars with planets orbiting them.
   3) The fraction of planets where advanced civilization had evolved.
   4) The average length of time a technological civilization lasts.

2. Which factor in the Drake equation did the author and Woodruff Sullivan bypass in their recent paper?
   1) The number of planets per star.
   2) The fraction of stars with planets orbiting them.
   3) The fraction of planets where advanced civilization had evolved.
   4) The average length of time a technological civilization lasts.

3. Which of these statements is true, as per this passage?
   1) All stars have at least one planet orbiting them.
   2) Around half of all planets orbit their star in the right locations for life to form.
   3) The Drake equation aims to precisely ascertain the number of extra-terrestrial civilizations.
   4) Scientists were able to figure out all the factors in the Drake equation only recently.

4. Which of these statements is true, as per this passage?

   1) How many technologically advanced extra-terrestrial civilizations currently exist?
   2) How many technologically advanced extra-terrestrial civilizations are likely to arise in the future?
   3) What is the possibility that no other technologically advanced extra-terrestrial civilization has ever existed?
   4) Is contact between us and a technologically advanced extra-terrestrial civilization possible?

5. Trying to estimate the fraction of planets that form life is difficult because:

   1) Expecting that life will form on other planets is too optimistic.
   2) The conditions under which life can arise are not well understood.
   3) The current molecular biological models are not sophisticated enough.
   4) It is hard to generalize from only one single example of a life-bearing planet.

6. In the last paragraph, the author is trying to:

   1) Accept that despite the high probability that advanced civilizations existed in the past, we may never be able to contact them.
   2) Figure out how to contact the high number of advanced civilizations that his calculations prove exist or have existed in the past.
   3) Show that even highly pessimistic estimates yield high probabilities for the existence of advanced civilizations.
   4) Prove that previous interpretations of the Drake equation were false, given that his own estimates are much more optimistic.

PASSAGE II

What does discovery mean in a geographical context? As critics of Eurocentric accounts of exploration are always quick to point out, most of the world had already been settled or indigenously occupied for thousands of years before any intrepid Westerner set out to explore it. But for the unapproachable wastelands of polar ice or desert sand, almost everything had been seen before; almost all terrain had been previously travelled by some anonymous someone. In what sense can Christopher Columbus, then, to take the classic case, be said to have discovered anything at all, given that the Caribbean islands he accidentally happened upon in 1492 were already home to as many as two million Taino Indians?

In no sense, some would say. Columbus discovered nothing. Yet if we take *discover* in its archaic but literal sense to mean uncover, reveal, or expose –if by *discover* we mean something more like *disclose*, then Columbus's title as a great discoverer begins to have more warrant. He was not the first to see or travel through the Caribbean archipelago. But he was the first to disclose its existence to those who had not known of it, the first to get to it from somewhere else and, even more importantly, return to describe it to those back home. No one can deny the indigenous

claim to prior occupation of the Americas. But to insist on a prior Native American discovery of America is, as one of Columbus's most fair-minded biographers has said, to miss the point that discovery is not a matter of being in a place but of getting to it, of establishing routes of access from somewhere else, and then returning to spread the news of it abroad. Discovery in this sense assumes the end of cultural isolation. It is news. Discoverers are the first from a particular culture to encounter and experience new lands and people, and then disclose their existence to those back home.

Disclosure alone, however, will not end cultural isolation and will not make for thorough going discovery unless it leads to sustained contact of decisive cultural consequence. Why is Leif Eiriksson, the Norse explorer who indisputably reached the New World roughly five hundred years before Columbus set sail from Lisbon, not generally reckoned to have 'discovered' America? By rights he should be: though inspired by an earlier chance sighting of land in the west by his countryman Bjarni Herjolfsson, Leif had no known destination in mind when he set out across the North Atlantic from Greenland in the year 1001). He sought something new, found it, briefly occupied it, and then returned home to tell others about it. His North American landfall was exciting news that inspired others to follow in his wake, and though not immediately celebrated in print as Columbus's landfall was, it lingered long enough in Icelandic folk memory to be captured and immortalized in two great sagas– the *Greenlanders' Saga* (ca. 1200) and *Eirík's Saga* (ca. 1210–30) – some two hundred years after the fact. In no sense, then, ought the Norse discovery of America to be discredited. It may have begun accidentally with Bjarni Herjolfsson's being blown off course en route from Norway to Greenland, but it continued in a genuinely exploratory spirit and led incontrovertibly to the first attempt at a permanent European settlement in the Americas at L'Anse aux Meadows, Newfoundland.

Sadly for Leif Eiriksson's ultimate standing as an explorer, his landfall in North America did not lead to a decisive or permanent change in the way Europeans generally pictured or inhabited the world. His was a happenstance discovery that left no legacy outside of Norse folk memory, once the fledgling settlements themselves had been abandoned at some point in the eleventh century. Columbus, on the other hand, left an enormous, world-altering legacy. The transatlantic routes he pioneered and the voyages he publicized decisively altered European conceptions of global geography; in addition, they led almost immediately to the European colonial occupation of the Americas and thus permanently joined together formerly distinct peoples, cultures and biological ecosystems. The specific consequences that flowed from the permanent Columbian contact of 1492 (as opposed to the fleeting Norse contact of 1001) are many and momentous. The general point is that discovery in the fullest sense leads to cultural convergence.

7. What, according to the author, is the crucial difference between Leif Eiriksson's and Christopher Columbus's discovery of America?

   1) The former was deliberate.
   2) The former established settlements in America.
   3) The latter described his discovery to others back home.
   4) The latter had a lasting legacy.

8. Why do the critics cited in the first paragraph have a problem with the concept of discovery/ exploration?

1) The concept of 'discovery' does not make sense in a geographical context, as most places in the world have already been seen by someone or the other.
2) The idea of discovery tends to focus only on Europeans' exploration of places, neglecting other people's travels.
3) Indigenous peoples had seen or settled in almost all parts of the world before Europeans set about 'discovering' them.
4) Most places in the world had already been seen by indigenous peoples, so there was nothing really left for explorers to discover.

9. According to the full sense of the word 'discover' used in this passage, who discovered America?

1) Christopher Columbus
2) Leif Eiriksson
3) Bjarni Herjolfsson
4) The Taino Indians

10. Which of these is true about Leif Eiriksson's expedition to the New World?

1) He had an idea of where he was going and what he would find there.
2) Though others knew about and praised his journey, they did not follow in his footsteps.
3) It took him years to sail across the dangerous waters of the North Atlantic to America.
4) The settlement he established there lasted less than a century.

11. Who was Bjarni Herjolfsson?

1) A Norse sailor who guided Leif Eiriksson to America in 1001 AD.
2) A Norse traveller who accidentally caught sight of America sometime before 1001 AD.
3) A man from Greenland who accidentally spotted America while sailing to Norway.
4) An Icelandic man who accidentally discovered America while travelling to Greenland.

12. Assume a hypothetical scenario in which a Chinese explorer named X reached America in the 12^{th} century AD and brought back reports of it to China. Would the author consider this explorer to be the true discoverer of America?

1) Yes, as X's discovery would pre-date that of Christopher Columbus's by centuries.
2) No, as Leif Eiriksson had already discovered it in the 11^{th} century.
3) It depends on whether the knowledge of X's discovery spread to Europe.
4) It depends on whether X's discovery led to a permanent change in history and culture.

PASSAGE III

Is 'What is the meaning of life?' a genuine question, or does it just look like one? Is there anything that could count as an answer to it, or is it really a kind of pseudo-question, like 'Is this a good question'? 'What is the meaning of life?' looks at first glance like the same kind of question as 'What is the capital of Albania?' or 'What is the colour of ivory?' But is it really? Could it be more like 'What is the taste of geometry?'

There is one fairly standard reason why some thinkers regard the meaning-of-life question as being itself meaningless. This is the case that meaning is a matter of language, not objects. It is a question of the way we talk about things, not a feature of things themselves, like texture, weight or colour. A cabbage or a cardiograph is not meaningful in itself; it becomes so only by being caught up in our conversations. Based on this theory, we can make life meaningful by our talk about it; but it cannot have a meaning in itself, any more than a cloud can. It would not make sense, for example, to speak of a cloud as being either true or false. Rather, truth and falsehood are functions of our human propositions about clouds.

Let us take a brief look at an even more imposing query than 'What is the meaning of life?' Perhaps the most fundamental question it is possible to raise is 'Why is there anything at all, rather than nothing?' Why is there anything about which we can ask 'What does it mean?' in the first place? Philosophers are divided about whether this is a real question or a bogus one, though theologians for the most part are not. For most theologians, the answer to this inquiry is 'God'. God is said to be 'Creator' of the universe not because he is some kind of mega manufacturer, but because he is the reason why there is something rather than nothing. He is, as they say, the ground of being. And this would still be true of him even if the universe had no beginning. He would still be the reason why there is something rather than nothing even if there has been something from all eternity.

'Why is there anything and not just nothing?' could be roughly translated as 'How come the cosmos? 'This could be taken as a question about causality – in which case, 'How come?' would mean 'Where does it come from?' But this is surely not what the query means. If we tried to answer the question by talking about how the universe got off the ground in the first place, then those causes must themselves be part of everything, and we are back to where we started. Only a cause which was not part of everything – one which transcended the universe, as God is supposed to do – could avoid being dragged back into the argument in this way. So this is not really a question about how the world came about.

'Why is there anything rather than nothing?' is rather an expression of wonderment that there is a world in the first place, when there could presumably quite easily have been nothing. Perhaps this is part of what Ludwig Wittgenstein has in mind when he remarks that 'Not how the world is, is the mystical, but that it is'. This, one might claim, is Wittgenstein's version of what the German philosopher Martin Heidegger frames as 'How come Being?' Heidegger is less interested in how particular entities came about, than in the mind-bending fact that there are entities in the first place. And these things are open to our understanding, as they might easily not have been.

13. What is the question 'What is the taste of geometry?' meant to imply?

1) Geometry has no taste.
2) The taste of geometry cannot be understood by human beings.
3) It is a meaningless question with no possible answer.
4) It is a question that is too difficult to answer.

14. Choose a suitable title for this passage.

1) Two Fundamental Questions
2) Answering Difficult Questions
3) Philosophical and Theological Questions
4) Meaningful and Meaningless Questions

15. Both Wittgenstein and Heidegger are interested in:

1) Why the world exists at all.
2) Why the world can be understood by us.
3) How the world came about.
4) How particular entities came about.

16. Which of these is true about philosophers' and theologians' attitude towards the question 'Why is there anything at all, rather than nothing?'

1) Theologians consider the answer to this question to be 'God' as he is the Creator.
2) The theological attitude to this question would change if the universe had always existed.
3) The issue of whether this question can be answered meaningfully is the main difference between philosophers and theologians.
4) Philosophers agree that this question is meaningless.

17. Which of the following is most likely to be true about life, as per this passage?

1) Life is inherently meaningless.
2) Life is inherently meaningless; but we can imbue it with meaning by living it.
3) Life is inherently meaningless; but we can imbue it with meaning by talking about it.
4) Life is not meaningless at all.

18. Why, according to the author, does 'Why is there anything rather than nothing?' not really mean 'Where does the universe come from?'

1) Philosophers disagree on how to answer the former.
2) That is not how philosophers have discussed the former.
3) There is no possible answer to the latter, besides 'God'.
4) Any answer to the latter, besides 'God', tends to be circular.

PASSAGE IV

The American musical has had some striking successes since the 1950s, but the real home of the genre is now on another continent. Since the 1970s, the Indian film industry generally has outgrown its American counterpart by some distance. Of course, not all of its films are musicals, far from it; but the musical is hugely popular in India, and many films that in other cultures would be about as far from musicals as anything could be, turn effectively to song or dance at some point. Mani Rathnam's *Bombay* (1995), for example, which has been compared to Steven Spielberg's *Schindler's List* (1993), is an eloquent case. While the very idea of singing in the Spielberg movie would seem to shift it into the territory of farce, nothing of the kind happens in the Indian film, where a melancholy romance forms a memorable response to a historical nightmare.

Visually, Indian musicals owe a great deal to Hollywood, and often look as if they borrowed their colours from MGM and their high-angle camera shots from Busby Berkeley. But of course, they have a very long indigenous tradition of dance and myth behind them, and the combinations of East and West on the screen are often remarkable, leaving you shaking your head at the elegant, rapid crossovers, the 'modern' movement of this ancient dance form, the 'ancient' accent of this thoroughly modern chorus. There has been a reciprocal influence, and the Hollywood filmmaker Baz Luhrmann has acknowledged the influence of the Indian industry on his own brightly coloured musical *Moulin Rouge* (2001).

So what about the stretch across the genre? Does it undo the genre as such? It undoes easy generalizations, and there are no thematic preoccupations that carry across musicals as they do across westerns. But the twinning of music and ordinary life, or the simulation of ordinary life, beautifully represented by the song and dance number at the end of *Slumdog Millionaire* (2008), not in itself a musical, is surely a metaphor or a promise of considerable power. The bright colours and the noise become decor and disco. The railway station, once the location of panic and poverty and violence, becomes scenery. The beat is heavy and fast, the hero and heroine line up together, happily stomping in the front row of a vast dancing crowd. Even the trains look as if they want to get in on the act.

Whether the figure who shifts from talking to singing or from walking to dancing is Fred Astaire or Gene Kelly or Doris Day or Catherine Deneuve or Freida Pinto, a sense of life's lyrical capacities is asserted. The great musicals, we might say, are the ones where such singing and dancing feel, if not natural, at least vividly called for; and the lesser works are the ones where the music just interrupts the action, or the action plods along until the music returns.

19. This passage is about:

    1) Musicals as a genre of film.
    2) The importance of musicals as a film genre.
    3) The importance of musicals in Indian films.
    4) Indian musicals vs. American musicals.

20. According to this passage, Indian musicals _____ American musicals.

A. are better than
B. are worse than
C. have influenced
D. have been influenced by

1) [A] and [B]
2) [C] and [D]
3) [A] and [C]
4) [B] and [D]

21. What is the example of Mani Rathnam's *Bombay* meant to show?

1) It is the Indian version of Steven Spielberg's *Schindler's List*, but with the addition of music.
2) It is a case where the addition of music to a film on a serious subject threatens to turn it into a farce.
3) Indian films cannot hope to depict historical scenarios correctly if they keep adding song and dance in all their films.
4) Indian musicals tackle subjects that would definitely not be accompanied by song and dance in non-Indian films.

22. Which of the following statements is true, as per this passage?

1) In most musicals, the songs are irrelevant to the story.
2) Musicals do not have any particular themes that are common to them as a genre.
3) The mixture of ancient and modern influences on Indian musicals can come off as odd or puzzling.
4) *Slumdog Millionaire* can be considered a musical, as it features a song-and-dance sequence.

PASSAGE V

Take architecture: here we have a creative process of immense functional consequence. It's the backbone of the urban world we inhabit, and it's an art form most people vaguely understand – an architect is a person who designs a structure on paper, and that design emerges as the structure itself. Architects fuse aesthetics with physics and sociology. And there is a deep consensus over who did this best, at least among non-architects: if we walked down the street of any American city and asked people to name the greatest architect of the twentieth century, most would say Frank Lloyd Wright. In fact, if someone provided a different answer, we'd have to assume we've stumbled across an actual working architect, an architectural historian, or a personal friend of Frank Gehry. Of course, most individuals in those subsets would cite Wright, too. But in order for someone to argue in favour of any architect except Wright (or even to be in a position to name three other plausible candidates), that person would almost need to be an expert in architecture. Normal humans don't possess enough information to nominate alternative possibilities. And what emerges from that social condition is an insane kind of logic: Frank Lloyd Wright is indisputably the greatest architect of the twentieth century, and the only people who'd potentially disagree with that assertion are those who legitimately understand the question.

History is defined by people who don't really understand what they are defining.

As a brick-and-mortar visionary, Wright was dazzling. He was also prolific, which matters almost as much. He championed the idea of 'organic architecture', which – to someone who doesn't know anything about architecture, such as myself – seems like the condition all architecture should aspire to. But I know these imperative perspectives have no origin in my own brain. The first time I ever heard Frank Lloyd Wright's name, I was being told he was brilliant, which means the first time I looked at a building he designed, I thought either, 'That is what brilliance looks like,' or 'This is what everyone else recognizes as brilliance.' I knew he was considered 'prolific' long before I ever wondered how many buildings an architect needed to design in order to be considered average, much less productive. I believe all architecture should aspire to be in harmony with its habitat, because (a) it seems like a good line of reasoning, and (b) that was Wright's line of reasoning. Yet I am certain – certain – that if I had learned that Wright had instead pioneered the concept of 'inorganic architecture', based on a premise that architecture should be an attempt to separate the rational world of man from the uncivilized creep of nature … not only would I agree with those thoughts, but I would actively see that philosophy, fully alive within his work (even if the buildings he designed were exactly the same as they are now).

23. What is the author's main point in this passage?

    1) Frank Lloyd Wright is rightfully considered the greatest architect of the twentieth century by the general public.
    2) Most people consider Frank Lloyd Wright the greatest architect of the twentieth century mainly because they don't know other architects or understand architecture.
    3) Most people name Frank Lloyd Wright as the greatest architect of the twentieth century, even though his work lends itself to contradictory interpretations.
    4) Though Frank Lloyd Wright is undoubtedly a good architect, the general public overrates his accomplishments and misunderstands his work.

24. Which of these best describes the author's attitude towards architecture in this passage?

    1) He considers it a vitally important art form, and is disappointed that other people are uninterested in it.
    2) He considers it somewhat important due to its practical uses, but is personally uninterested in it.
    3) He considers it important for its artistic and practical purposes, but is not personally familiar with it.
    4) He is aware of its practical purposes, but not its artistic aspect, and is not surprised that people are unfamiliar with it.

25. 'If someone provided a different answer, we'd have to assume we've stumbled across ... a personal friend of Frank Gehry'. What does the author mean by this statement?

1) Frank Gehry was not an architect, unlike Frank Lloyd Wright.
2) Frank Gehry and Frank Lloyd Wright were rivals in the field of architecture.
3) Frank Gehry was not as good an architect as Frank Lloyd Wright.
4) Frank Gehry is not popularly considered as good an architect as Frank Lloyd Wright.

26. What is 'organic architecture'?

1) Architecture that is in harmony with its habitat.
2) Architecture that separates the human world from that of nature.
3) A condition that all architecture aspires towards.
4) Cannot be determined.

27. Why would actual working architects or architectural historians name someone other than Frank Lloyd Wright as the greatest architect of the twentieth century?

1) They are unlikely to be as enamoured of Frank Lloyd Wright as the general public tends to be.
2) They would have the necessary knowledge to understand and criticize Frank Lloyd Wright's style of architecture.
3) They would be familiar with a wider variety of architects and have specialized knowledge about architecture.
4) The question is flawed – actual working architects and architectural historians would probably name Frank Lloyd Wright as the greatest architect of the twentieth century.

28. According to this passage, Frank Lloyd Wright can best be described as:

1) An overrated hack.
2) An underrated visionary.
3) The greatest architect of the twentieth century.
4) None of the above.

PRACTICE EXERCISE-3

Directions: *Read the passage carefully and answer the questions that follow. (Time: 1 hour)*

Passage I

When the smartphone brings messages, alerts and notifications that invite instant responses – and induces anxiety if those messages fail to arrive – everyone's sense of time changes, and attention that used to be focused more or less distantly on, say,tomorrow's mail is concentrated in the present moment.

In Thomas Pynchon's *Gravity's Rainbow* (1973), an engineer named Kurt Mondaugen enunciates a law of human existence: 'Personal density ... is directly proportional to temporal bandwidth.' The narrator explains: 'Temporal bandwidth' is the width of your present, your now ... The more you dwell in the past and future, the thicker your bandwidth, the more solid your persona. But the narrower your sense of Now, the more tenuous you are.'

The genius of Mondaugen's Law is its understanding that the unmeasurable moral aspects of life are as subject to necessity as are the measurable physical ones; that unmeasurable necessity, in Wittgenstein's phrase about ethics, is 'a condition of the world,like logic'. You cannot reduce your engagement with the past and future without diminishing yourself, without becoming 'more tenuous'.

Judy Wajcman, in her book *Pressed for Time*, identifies the 'acceleration of life in digital capitalism' not as something radically new but as an extension of earlier technological changes. 'Temporal disorganization' has always put different kinds of pressure on different social groups, and the culture of digital interruption places different kinds of stress on the interrupted (employees, children) and the intruders (managers, parents) leaving both unhappy, like Hegel's mutually constrained slaves and masters.

Wajcman is more sanguine about relations among equals: teenagers use messaging services to open private channels of communication after encountering one another in the shared arena of social networks; they make a snap judgment of someone else's online profile, then follow it with extended online contact uninterrupted by work or play. But Wajcman oversimplifies, for example, the benefits of using smartphones to reschedule dinner dates at the last moment, 'thereby facilitating temporal coordination'. As Mondaugen's Law predicts, that same flexibility reduces (in Pynchon's words) both 'temporal bandwidth' and 'personal density' by weakening one's commitments to the future, even trivial ones.

In the *Inferno*, Dante portrays the circle of the Neutrals, those who used their lives neither for good nor for evil, as a crowd following a banner around the upper circle of Hell, stung by wasps and hornets. Today the Neutrals each follow a screen they hold before them, stung by buzzing notifications. In popular culture, the zombie apocalypse is now the favoured fantasy of disaster in

horror movies set in the near future because it has already been prefigured in reality: the undead lurch through the streets, each staring blankly at a screen.

1. What is the author's opinion of smartphones and their effect on contemporary society?
   1) He admits that they have some benefits, but maintains that these do not make up for the anxiety they cause.
   2) He appreciates their practical benefits, but worries about the stress they cause due to constant notifications.
   3) He admires them as useful objects, but is concerned that they may result in a change in people's sense of time.
   4) He criticizes them for causing constant stress and making people live more in the present.

2. What does Mondaugen's Law state?
   1) People's 'temporal bandwidth' depends on how much they focus on the present.
   2) People's 'temporal bandwidth' depends on how much they live in the past and future.
   3) People are more 'dense' the more they live in the past and future.
   4) People are more 'dense' the more they are grounded in the present.

3. The example from the *Inferno* is meant to:
   1) draw a parallel between the situation of the Neutrals and modern smartphone users.
   2) imply that people who are addicted to smartphones will end up in hell, just like the Neutrals.
   3) show that in the present day, people use their lives neither for good nor for evil, just like the Neutrals.
   4) suggest that modern culture favours people like the Neutrals, who blindly follow banners.

4. According to Judy Wajcman, the modern digital world:
   1) is predominantly beneficial.
   2) leaves everyone unhappy.
   3) has both its pros and cons.
   4) Cannot be determined.

5. Choose the odd one out.
   1) Dante
   2) Kurt Mondaugen
   3) Judy Wajcman
   4) Thomas Pynchon

PASSAGE II

Engineers make an important distinction between digital and analog codes. Phonographs and tape recorders – and until recently most telephones – use analog codes. Compact discs, computers and most modern telephone systems use digital codes. In an analog telephone system, continuously fluctuating waves of pressure in the air (sounds) are transduced into correspondingly fluctuating waves of voltage in a wire. At the other end of the line these waves are converted back into the corresponding air-pressure waves, so that we can hear them. The code is a simple and direct one: electrical fluctuations in the wire are proportional to pressure fluctuations in the air. All possible voltages, within certain limits, may pass down the wire, and the differences between them matter.

In a digital telephone, only two possible voltages– or some other discrete number of possible voltages, such as 8 or 256 – pass down the wire. The information lies not in the voltages themselves but in the patterning of the discrete levels. This is called Pulse Code Modulation. The actual voltage at anyone time will seldom be exactly equal to any of the eight, say, nominal values, but the receiving apparatus will round it off to the nearest of the designated voltages, so that what emerges at the other end of the line is well-nigh perfect even if the transmission along the line is poor. This is the great virtue of digital codes.

When I was a small child, my mother explained to me that our nerve cells are the telephone wires of the body. But are they analog or digital? The answer is that they are an interesting mixture of both. To an extent, the nervous system is digital. But nerve impulses are not dragooned into bytes: they don't assemble into discrete code numbers. Instead, the strength of the message (the loudness of the sound, the brightness of the light, maybe even the agony of the emotion) is encoded as the rate of impulses. Engineers know this as Pulse Frequency Modulation, and it was popular with them before Pulse Code Modulation was adopted.

A pulse rate is an analog quantity, but the pulses themselves are digital: they are either there or they are not, with no half measures. And the nervous system reaps the same benefit from this as any digital system does. Because of the way nerve cells work, there is an amplifying booster every millimetre – eight hundred boosting stations between the spinal cord and your fingertip. If the absolute height of the nerve impulse mattered, the message would be distorted beyond recognition over the length of a human arm, let alone the whole body. Each stage in the amplification would introduce more random error, like what happens when a tape recording is made of a tape recording eight hundred times over. Or when you Xerox a Xerox of a Xerox. After eight hundred photocopying 'generations', all that's left is a grey blur. Digital coding offers the only solution to the nerve cell's problem, and natural selection has duly adopted it. The same is true of genes.

After the unravelling of the molecular structure of the gene in 1953, we know that genes themselves, within their minute internal structure, are long strings of pure digital information. What is more, they are truly digital, in the full and strong sense of computers and compact discs, not in the weak sense of the nervous system. The genetic code is not a binary code as in computers, nor an eight-level code as in some telephone systems, but a quaternary code, with four symbols. The machine code of the genesis uncannily computer like. Apart from differences in jargon, the pages of a molecular-biology journal might be interchanged with those of a computer engineering journal.

Among many other consequences, this digital revolution at the very core of life has dealt the final, killing blow to vitalism – the fallacious belief that living material is deeply distinct from nonliving material. Even those of us who had been predisposed to a mechanistic view of life would not have dared hope for such total fulfilment of our wildest dreams.

6. What is the central idea of this passage?

1) Biological systems such as the nervous system and the molecular structure of genes are digital, not analog, codes.
2) Biological systems such as the nervous system and the molecular structure of genes are based on engineering concepts of analog/digital codes.
3) The engineering concepts of analog/digital codes have many applications in biology, such as in the nervous system and the molecular structure of genes.
4) The engineering concepts of analog/digital codes can be used to understand biological systems such as the nervous system and the molecular structure of genes.

7. The 'great virtue' of digital codes is that:

1) they compensate for errors in the transmission.
2) their information lies in the patterning of the discrete levels.
3) they are used only in a discrete number of possible voltages.
4) they are rounded off to the nearest designated voltage.

8. In this passage, the author likens:

1) the human body to a machine.
2) biological organs to mechanical/electronic equipment.
3) nerves and genes to telephones.
4) None of the above.

9. Which of these is NOT true about analog codes?

1) The information is directly encoded.
2) They are not very useful across long distances.
3) The information is encoded in terms of the strength of impulses.
4) There are few limitations to the information that can be transmitted.

10. Which of these is NOT true about digital codes?

1) The information is indirectly encoded.
2) The information is encoded in terms of preset values.
3) The information is encrypted in the pattern of the codes.
4) There are limitations to the kind of information that can be transmitted.

11. In the last paragraph, the author's tone is:

1) jubilant 2) contented 3) apprehensive 4) indifferent

12. If nerve impulses were fully analog, they would:

    1) require boosting stations every millimetre.
    2) remain roughly the same, as long as the boosting stations worked properly.
    3) be badly distorted by the time they reached the spinal cord.
    4) be assembled into bytes rather than pulses.

PASSAGE III

The splashiest news item of 1492 was not the departure of Christopher Columbus on his voyage of discovery, or even the expulsion of Jews from Spain, but rather the arrival of a 260-pound meteorite near the village of Ensisheim in the Alsace region (in what is now France), history's first well described extraterrestrial impact. The fame of the shooting star stemmed from a broadsheet published by a German humanist, Sebastian Brant; it consisted of a woodcut depiction of the object's west-to-east trajectory accompanied by Latin and German text describing the event.

Eventually, Columbus's written report did circulate publicly after his return to Europe in 1493, but unlike the Ensisheim meteorite, it did not make much of an impact; late-fifteenth-century European explorers regularly discovered 'new islands', and Spain was not exactly the publishing capital of Europe. Brant did not bother to report Columbus's first voyage until 1497.

The Florentine nobleman Amerigo Vespucci, who sailed four times to the Western Hemisphere between 1499 and 1503 for both Portugal and Spain, received much better press. He did not return to Florence after his voyages but rather remained in Spain and Portugal, from where he wrote back home to his patrons in Italy. Italy was much closer to the publishing centres of Europe, and Vespucci's letters drew more attention than Columbus's reports. Consequently, the Western Hemisphere continents are today called North and South America, and not North and South Columbia.

The differing treatments afforded Columbus's and Vespucci's exploits highlight the central problem of the news business. To the extent that newspapers wield power, it resides primarily in the prerogative of choosing what to print. But in the information-starved pre-modern period, there were not many stories to pick from; far from being an all-powerful colossus like the modern media, the pre-modern newspaper toiled at the mercy of those who supplied it with information, mainly overland travellers and crews from incoming merchant and military vessels.

Furthermore, for four centuries after the invention of the printing press in the fifteenth century, printed material remained an expensive luxury. The average citizen might manage the purchase of a family Bible or even a calendar, but a newspaper, to be discarded after a week or a month, was an unattainable extravagance; while it might attract enough of a readership of wealthy artisans and merchants, a newspaper just as often had to fall back on direct government subsidies or indirect subsidies in the form of advertising from the political parties and the local governments they controlled. And since pre-modern newspapers were dependent on scarce information, where did this leave their readerships?

13. Which of these is true about the meteorite impact in Ensisheim in 1492?

1) It was the first instance of an extraterrestrial impact in recorded history.
2) Sebastian Brant considered it a more important event than Christopher Columbus's voyages of discovery.
3) It made the headlines mainly because there was nothing particularly newsworthy going on at that time.
4) Both (1) and (2).

14. From this passage, we can infer that pre-modern newspapers were:

1) Highly limited in terms of both content and readership.
2) Apt to miss reporting world-changing news in favour of trivialities.
3) Likely to report only the doings of wealthy people from near the publishing centres.
4) Uninformative and biased towards the governments that subsidized them.

15. What is the underlying reason the Western Hemisphere continents are called North and South America, and not North and South Columbia?

1) They were named after Amerigo Vespucci and not Christopher Columbus.
2) Amerigo Vespucci's voyages to them became better known than Christopher Columbus's.
3) Amerigo Vespucci's patrons in Italy promoted his achievements, while Christopher Columbus was ignored.
4) Amerigo Vespucci sailed there on behalf of Italy, the publishing centre of Europe, while Christopher Columbus sailed for Portugal and Spain.

16. What is this passage about?

1) Newspapers in the past
2) Reporting about exploration
3) The changing concept of 'news'
4) The scarcity of news in the past

PASSAGE IV

No one truly thinks we can slow global climate change within half a century; at least, no economist who has looked at the huge momentum of energy demand in the developing countries.

So: despair? Not at all. Certainly we should accept the possibility that anthropogenic carbon emissions could trigger a climatic tripping point, such as interruption of the Gulf Stream in the Atlantic. But rather than urging only an all-out effort to shrink the human atmospheric-carbon footprint, my collaborators and I propose relatively low tech and low expense experiments at changing the climate on purpose instead of by mistake. If we understand climate well enough to

predict that global warming will be a problem, then we understand it well enough to address the problem by direct means.

Perhaps the simplest idea uses the suspension of tiny, harmless particles (less than one micron) at about 80,000 feet altitude, in the stratosphere. A first test could be over the Arctic, since the warming there is considerable. The polar bears need help right now, not when we might get control of emissions, out beyond 2050. The Arctic atmospheric circulation patterns would confine the deployed particles, sweeping them around the pole but not southwards.

One could use enough of the tiny particles to create a readily measurable shielding effect. An initial experiment could occur north of 70 degrees latitude,over the Arctic Sea and outside national boundaries. The particles would reflect UV rays back into space. They would reduce warming and stop the harm of UV rays to plants and animals. Robust photosynthesis would still occur, fuelled by the visible spectrum.

If this works, it could arrest Arctic warming and reverse the loss of sea ice. Since few live there,any side effects on people would be minor. By placing the particles at a high altitude, we can arrange for the first experiments to end when they rain out into the sea, perhaps after the Arctic summer has passed. We could then put this particulate shield and other technologies on the shelf quickly and cheaply. They would be ready for use if the global environment worsens, signals that the scarier scenarios of a warming climate might be threatening.

Costs seem attainable – perhaps ten million dollars for a first experiment. Trials over open ocean are little constrained by law or treaty, so show-stopper politics may be avoided. 'No Environmental Impact Statement Required' should be the goal.

We hope that a favourable experiment could change the terms of the global warming debate for the better. We must think of other methods of trimming the effects of warming, not just a War on Carbon that will take a century to win. As economist Robert Samuelson recently said, 'The trouble with the global warming debate is that it has become a moral crusade when it's really an engineering problem. The inconvenient truth is that if we don't solve the engineering problem, we're helpless.'

17. Which of these is true about the solution the author proposes in this passage?
    1) It involves suspending tiny particles high in the atmosphere to absorb UV rays.
    2) The particles will remain confined around the north pole due to the wind.
    3) It will help melt the sea ice and create more rain in the area around the north pole.
    4) It won't start making a noticeable difference in the Arctic climate until 2050.

18. Why does the author suggest testing his solution in the Arctic?
    1) Few people live there.
    2) The effect of climate change is considerable there.
    3) It is politically neutral territory.
    4) All of the above.

19. In this passage, the author proposes:

1) implementing a proactive solution to a problem rather than trying to reduce its cause.
2) taking immediate practical steps to resolve a problem rather than debating about it.
3) implementing a low-tech solution to a problem instead of a pointlessly high tech one.
4) deliberately making an accidental problem worse as a way of combating it.

PASSAGE V

Among the inventions of the nineteenth century – aspirin, plastics, the laws of thermodynamics – is that of the artist as lone, misunderstood genius. By the 1800s painting was no longer considered an art form but a profession, an academic subject bound by rules and agreed standards of practice and taste. It was respectable, earnest – and moribund. The scene was ripe for a new personification of the artist: as a rebel and outsider, the archetypes of modern mankind.

There was nothing new about neglected artists living and dying in poverty – that was Rembrandt's fate in the seventeenth century, after all. But in the nineteenth century we see the emergence of painters whose priorities were neither commercial nor academic. It is true that the Impressionists might indulge in a more popular style and technique for a picture that they hoped to sell (and some of those works we admire today may never have been intended for exhibition); but this group, and those that followed, had no time for the prescriptions of the art establishment, nor for the conservative instincts of the public or the critics. What rules they applied were to be of their own devising.

This is scarcely surprising when one considers the stifling atmosphere of the Fine Arts academies at the beginning of the century, epitomized by the Ecoledes Beaux-Arts in Paris. Here students learned next to nothing about colour; rarely if ever would they be allowed to apply raw paint to canvas. Rather, the emphasis was on drawing, on line and form, light and shade, as it had been since the seventeenth century.

And even when the student was considered to have mastered drawing sufficiently to be allowed to hold a paintbrush, the first assignment was to copy the pictures of the Old Masters in the Louvre. All of this would be done in a context that suppressed innovation and invention: the artist's hand was supposed to remain invisible in the finished work. The style differed little from that of the High Renaissance in many respects, not least in the choice of 'appropriate' subjects such as scenes from Classical mythology. It was a training for staid professionals,who could then make a living by selling their safe and unremarkable products to the wealthy middle classes.

The market-place had its own rigidly imposed conventions. Just about the only way for young artists in Paris to exhibit their work to a wide public was through the exhibition organized every year by the French Academy, called the Salon. Selection for the Salon was conducted by jury, and most of the jurors were academics with traditional tastes. They expected the exhibits to display the smooth, glossy finish of prevailing fashion. Radical new styles stood little chance of being included. And the Salon itself was indeed a market-place: walls packed from floor to ceiling with works, with no concern for setting and little more for visibility. Yet it was this or nothing.

Small wonder, then, that the Impressionists – Pissarro, Monet, Renoir, Manet and Degas most prominent among them – caused outrage and sensation, when they were not simply the objects of ridicule. Their works were considered sketchy, unfinished and undisciplined, and they depicted highly indecorous subject matter: real people, for goodness' sake, going about their everyday business!

20. Why does the author call the idea of the artist as lone, misunderstood genius an 'invention'?
    1) It came into existence only in the nineteenth century.
    2) It came about due to a conscious rebellion against mainstream art.
    3) It went hand-in-hand with a new artistic style in the nineteenth century.
    4) It was the fate of many artists in the nineteenth century.

21. What is the author's opinion of the Impressionists?
    1) He berates them for choosing inappropriate subjects for their paintings.
    2) He respects their wish to forge their own style, but considers their work to be poor in quality.
    3) He appreciates their innovative styles, but worries about their complete rejection of tradition.
    4) He admires them for rebelling against the rigidly conventional art style of their time.

22. Which of these is NOT true about the mainstream art community in the nineteenth century, as per this passage?
    1) Individuality of style was anathema.
    2) The choice of permitted subjects was circumscribed.
    3) Actually using paint was delayed as much as possible.
    4) Learning to depict light and shade was discouraged.

23. 'It is true that the Impressionists might indulge in a more popular style and technique for a picture that they hoped to sell'. What point is the author trying to make in this sentence?
    1) The Impressionists were sell-outs who forsook their own unique style for the sake of money.
    2) The Impressionists' usual style was not commercially-oriented, so they had to use a more conventional one when trying to sell their paintings.
    3) Despite the unconventional style usually associated with the Impressionists, their most well-known paintings were not in this style.
    4) Despite their reputations as rebels and outsiders, the Impressionists also produced a large number of paintings that were in a more conventional style.

24. Which of the following hypothetical paintings would have been considered as acceptable by the Salon in the nineteenth century?

1) A painting with a rough veneer
2) A painting about a farmer working on his land
3) A painting in the High Renaissance style
4) A painting featuring a novel colouring technique

25. If you were to interview the author, what would you ask him?

1) Which artists were among the most well-known Impressionists?
2) Why were the Impressionists rebelling against the mainstream ideas about art?
3) Did the Impressionists' avant-garde art style ever get accepted by the mainstream?
4) Did the Impressionists' innovative style have a basis in pre-nineteenth-century art?

PRACTICE EXERCISE-4

Directions: *Read the passage carefully and answer the questions that follow. (Time: 75 minutes)*

Passage I

Among virtually all scientists, dualism is dead. Our thoughts and actions are the outputs of a computer made of meat, our brain – a computer that must obey the laws of physics. Our choices, therefore, must also obey those laws. This puts paid to the traditional idea of dualistic or 'libertarian' free will : that our lives comprise a series of decisions in which we could have chosen otherwise. We know now that we can never do otherwise, and we know it in two ways.

The first is from scientific experience, which shows no evidence for a mind separate from the physical brain. This means that 'I' – whatever 'I' means – may have the illusion of choosing, but my choices are in principle predictable by the laws of physics (excepting any quantum indeterminacy that acts in my neurons). In short, the traditional notion of freewill – defined by the biologist Anthony Cashmoreas 'a belief that there is a component to biological behaviour that is something more than the unavoidable consequences of the genetic and environmental history of the individual and the possibly random laws of nature' – is dead on arrival.

Second, recent experiments support the idea that our 'decisions' often precede our consciousness of having made them. Increasingly sophisticated studies using brain scanning show that those scans can often predict the choices one will make several seconds before the subject is conscious of having chosen. Indeed, our feeling of 'making a choice' may itself be a post-hoc confabulation, perhaps an evolved one.

When pressed, most philosophers admit this. Determinism and materialism, they agree, win the day. But they're remarkably quiet about it. Instead of spreading the important scientific message that our behaviours are the deterministic results of a physical process, they'd rather invent new' compatibilist' versions of free will – versions that are compatible with determinism. 'Well, when we order strawberry ice cream, we really couldn't have ordered vanilla,' they say, 'but we still have freewill in another sense. And it's the only sense that's important.'

Unfortunately, what's 'important' differs among philosophers. Some say that what's important is that our complex brain evolved to absorb many inputs and run them through complex programs ('ruminations') before giving an output ('decision'). Others say that what's important is that it's our own brain and nobody else's that makes our decisions, even if those decisions are predetermined. Some even argue that we have free will because most of us choose without duress: nobody holds a gun to our head and says 'Order the strawberry.' But of course that's not true: the guns are the electrical signals in our brain.

In the end, there's nothing 'free' about compatibilist free will. It's a semantic game, in which choice becomes an illusion – something that isn't what it seems. Whether or not we can 'choose' is a matter for science, not philosophy, and science tells us that we're complex marionettes dancing to the strings of our genes and environments. Philosophy, watching the show, says, 'Pay attention to me, for I've changed the game.'

So why does the term 'free will' still hang around when science has destroyed its conventional meaning? Some compatibilists, perhaps, are impressed by their feeling that they can choose, and must comport this with science. Others have said explicitly that characterizing 'free will' as an illusion will hurt society. If people believe they're puppets, well, then maybe they'll be crippled by nihilism, lacking the will to leave their beds. This attitude reminds me of the (probably apocryphal) statement of the Bishop of Worcester's wife when she heard about Darwin's theory of evolution: 'My dear, descended from the apes! Let us hope it is not true, but if it is, let us pray it will not become generally known.'

1. What is the author's main thesis in this passage?
   1) Scientists and philosophers have very different and incompatible views about the concept of free will.
   2) The concept of free will has been scientifically disproven, but philosophers still cling to it.
   3) The concept of free will cannot be reconciled with the scientific evidence, and it is pointless to try.
   4) Free will is a philosophical concept, not a scientific one, so it makes no sense for scientists to study it.

2. Who does the author call 'compatibilists'?
   1) People who want to provide a scientific explanation for the concept of free will.
   2) People who refuse to accept that the concept of free will has no scientific basis.
   3) Philosophers who try to reconcile the concept of free will with determinism.
   4) Philosophers who try to hold on to a version of free will that has been refuted.

3. 'The guns are the electrical signals in our brain'. In the context of the passage, this statement means that the electrical signals in our brain:
   1) determine the choices we make.
   2) are not biological in origin.
   3) are too powerful to resist.
   4) hold us hostage to our choices.

4. The quotation at the end of the passage is meant to show that:

   1) The compatibilists don't want the idea of free will to be true and, if it is true, they want to hide it from other people for as long as possible.
   2) The compatibilists are against the idea of free will as they don't want it to be true, because if it is true, it could have devastating consequences on society.
   3) The compatibilists are against the idea that free will is an illusion because they are worried about the effects on society if it were true.
   4) The compatibilists don't want the idea that free will is an illusion to be true and, if it is true, don't want other people to know it because of how it may affect them.

5. A person's mind is inseparable from his/her brain. Would the author agree with this statement?

   1) Yes.
   2) No.
   3) Partially.
   4) Cannot be determined.

6. 'Our feeling of "making a choice" may itself be a post-hoc confabulation'. What does this statement imply?

   1) Our choices are actually made before we are aware of having made them.
   2) We don't really make choices, they are made for us.
   3) We may be deluding ourselves when we think we have made a choice.
   4) Our feeling of making a choice has its basis in the biological processes of the brain.

PASSAGE II

Although it originates from the East, the idea of paradise has been adopted by Christianity as the destination of souls eternally blessed. But first of all it was the *pairidaeza* of Persian royalty: an enclosed orchard, pleasure ground and hunting park reserved for the king and his close associates. Persian kings, like others before them and after, used dominion over lions as symbolic of their right to rule. A paradise was where they could rehearse the actuality of shooting down big cats.

Paradise could be made – on Earth and out of earth. Although nothing of them survives beyond hearsay, the Hanging Gardens of Babylon, laid out by King Nebuchadnezzar II in the early sixth century BC, and counted in Classical antiquity as one of the Seven Wonders of the World, probably influenced the Persian tradition of paradise parklands. Further east, the fabled thirteenth century AD pleasure-dome of Kubla Khanin Xanadu belongs to a similarly long-established prerogative of a ruler to annex his own recreational space; complete with specially engineered lakes, mountains and waterfalls. Records of the Han dynasty in China (206 BC–AD 221). not only tell of such full scale imperial landscaping, but also attest a miniature, though no less significant, version: the practice of making model scenery, using diminutive, bonsai-style trees. These models, tiny but three-dimensional, would be mounted on trays, and incense burnt at the base served to generate the illusion of cloud-swathed summits. So the Oriental construction of a paradise landscape was substantial enough, perhaps permitting us to use the term 'sacral-idyllic' here.

7. This passage is about:

   1) The origin of and changes in the idea of paradise.
   2) The concept of paradise as manifested in earthly beauty.
   3) The difference between the sacred and secular views of paradise.
   4) The difference in the notion of paradise in the East and the West.

8. According to this passage, the miniature landscape models of the Han dynasty did NOT necessarily include:

   1) Trees 2) Mountains 3) Clouds 4) Waterfalls

9. Which of the following was most likely the earliest example of a paradise-like parkland?

   1) The *pairidaeza* of Persian royalty
   2) The Hanging Gardens of Babylon
   3) The pleasure-dome of Kubla Khan in Xanadu
   4) The miniature landscape models of the Han dynasty

PASSAGE III

Humans have probably always been surrounded by their kin – those to whom they have been related by blood or marriage. But the size, the composition, and the functions of their families and kinship groups have varied tremendously. People have lived not only in the 'nuclear family', made up of just the parents and their offspring, which is standard in the West and has been found almost everywhere, they have also lived in extended families and in formal clans; they have been 'avunculocal'; they have been 'ultrolateral'; they have been conscious of themselves as heirs of lineages hundred of generations deep. However constructed, the traditional kinship group has usually provided those who live in it with security, identity, and indeed with their entire scheme of activities and beliefs. The nameless billions of hunter-gatherers who have lived and died over the past several million years have been embedded in kinship groups, and when people started to farm about ten thousand years ago, their universe remained centred on kinship. Now that there was a durable form of wealth which could be hoarded – grain – some families became more powerful than other; society became stratified, and genealogy became an important means of justifying and perpetuating status.

During the past few centuries, however, in certain parts of the world – in Europe and the countries that have been developing along European lines – a process of fragmentation has been going on. The ties and the demands of kinship have been weakening, the family has been getting smaller, and, some say, less influential, as the individual, with a new sense of autonomy and with new obligations to himself (or, especially in the last decade and a half, to herself), has come to the foreground. A radically different mental order – self-centred and traceable not to any single historical

development as much as to the entire flow of Western history since at least the Renaissance – has taken over. The political and economic effects of this rise in individual self-consciousness have been largely positive: civil rights are better protected and opportunities are greater in the richer, more dynamic countries of the West; but the psychological effects have been mixed, at best. Something has been lost; a warmth, a sanity, and a supportiveness that are apparent among people whose family networks are still intact. Such qualities can be found in most of the Third World and in rural pockets of the U.S., but in the main stream of post-industrial society the individual is increasingly left to himself, to find meaning, stability, and contentment however he can.

An indication of how far the disintegration of traditional kinship has advanced is that a surprising number of Americans are unable to name all four of their grandparents. Such people have usually grown up in step families, which are dramatically on the rise. So is the single-parent family – the mother-child unit – which some anthropologists contend is the real nucleus of kinship, having already contracted to the relatively impoverished nuclear family, partly as an adaptation to industrialization, kinship seems to be breaking down even further. With the divorce rate in America at about fifty percent and the remarriage rate at about seventy five, the traditional Judeo-Christian scheme of marriage to one person for life seems to be shading into a pattern of serial monogamy, into a sort of staggered polygamy, which some anthropologists, who believe that we aren't naturally monogamous to begin with, see as "a return of normality". Still other anthropologists explain what is happening somewhat differently; we are adopting a delayed system of marriage, they say, with the length of the marriage chopped off at both ends. But many adults aren't getting married at all; they are putting 'self-fulfilment' before marriage and children and are having nothing further to do with kinship after leaving their parents' home: their family has become their work associates or their circle of best friends. This is the most distressing trend of all: the decline in the capacity of long-term intimate bonding.

10. The traditional kinship group provides ...

1) security.
2) identity.
3) the entire scheme of activity.
4) All of the above.

11. Which of the following is indicative of the extent of disintegration of kinship groups?

1) A large number of Americans are unable to name all four of their grandparents.
2) The growing number of single-parent families.
3) The increase in the average age at which males get married.
4) Both (1) and (2)

12. Which of the following statements is not true?

1) When people started to farm ten thousand years ago, kinship became less important.
2) Some families became more powerful than others after farming was initiated.
3) Genealogy became an important means of perpetuating status after the advent of farming.
4) Stratification of society was a result of hunter-gatherers taking up farming.

13. According to the author, what has been sacrificed with the rise in individual self-consciousness?

1) Sanity 2) Supportiveness 3) Warmth 4) All of the above

14. The theme of the passage is which of the following?

1) The impact of the deterioration of kinship groups on third world countries.
2) The correlation between the decline of traditional kinship groups and the stratification of society.
3) The changes that have occurred to kinship group pattern and the effect of those changes on individuals.
4) The political and economic repercussions of the decline of the nuclear family.

15. What does the author mean by serial monogamy?

1) Judeo-Christian scheme of marriage.
2) Marriage to one person for life.
3) A sequence of marriages and divorces.
4) Delayed marriage.

16. Which of the following statements cannot be inferred from the above passage?

1) Smaller families are more autonomous and influential.
2) The rise of individuals can largely be viewed as a western phenomenon.
3) A different mental order is in evidence and can be traced to the renaissance period.
4) Mainstream post-industrial society would benefit from a resurgence of kinship groups.

17. The word 'genealogy' refers to ...

1) family history 2) kinship groups
3) family authority 4) nuclear families

18. According to the passage, the most distressing trend is ...

1) that many adults are putting 'self-fulfilment' before marriage and children and aren't getting married at all.
2) the American divorce rate of 50 percent and remarriage rate of 75 percent.
3) the contraction of the nuclear family to the mother-child unit.
4) the inability to develop lasting personal relationships.

19. According to the passage, which statement is not true of kinship group fragmentation?

    1) It is apparent that in Europe and in countries developing along European lines a process of fragmentation has been taking place over the past few centuries.
    2) A self-centred mental order has replaced the earlier kin-centred mental order and it cannot be traced to a specific historical development.
    3) The political and economic benefits of the rise of individuals have largely not been positive.
    4) The psychological effects of the rise of individuals have been both positive and negative.

PASSAGE IV

Long before it disbanded formally, the Eclipse Group, in order to assist the company in applying for patents on the new machine, had gathered and had tried to figure out which engineers had contributed to Eagle's patentable features. Some who attended found those meetings painful. There was bickering. Harsh words were occasionally exchanged. Alsing, who during the project had set aside the shield of technical command, came in for some abuse – why should his name go on any patents, what had he done? Someone even asked that question regarding West. Ironically, perhaps, those meetings illustrated that the building of Eagle really did constitute a collective effort, for now that they had finished, they themselves were having a hard time agreeing on what each individual had contributed. But, clearly, the team was losing its glue. 'It has no function anymore. It's like an afterbirth, 'said one old hat after the last of the patent meetings. Shortly after those meetings, Wallach, Alsing, Rasala and West received telegrams of congratulations from North Carolina's leaders. That was a classy gesture, all agreed. The next day the Eagle finally went out the Company's door.

In New York City, in the faded elegance of the Roosevelt Hotel, under gilded chandeliers, on April 29, 1980, Data General announced the Eagle to the world. On the days immediately following, in other parts of the country and in Canada and Europe, the machine was presented to salesmen and customers, and some members of the Eclipse Group went off on so-called road shows. About a dozen of the team attended the big event in New York. There was a slick slide show. There were speeches. Then there was an impressive display in a dining hall – 128 terminals hooked up to a single Eagle. The machine crashed during this part of the program, but no one except the company's engineers noticed, the problem was corrected so quickly and deftly. The Eagle – this one consisted of the boards from Gollum – looked rather fine in skins of off-white and blue, but also unfamiliar.

A surprisingly large number of reporters attended, and the next day the Eagle's debut was written up at some length in both the *Wall Street Journal* and the financial pages of the *New York Times*. But it wasn't called the Eagle anymore. Marketing had rechristened it the Eclipse MV/8000. This also took some getting used to.

The people who described the machine to the press had never, of course, had anything to do with making it. Alsing – who was at the premiere and who had seen Marketing present machines

before, ones he's worked on directly – said: "After Marketing gets through, you go home and say to yourself, 'Wow! Did I do that?'" And in front of the press, people who had not even been around when the Eagle was conceived were described as having had the responsibility for it. All of that was to be expected – just normal flak and protocol.

As for the machine's actual inventors – the engineers, most of who came, seemed to have a good time, although some did seem to me a little out of place, untutored in this sort of performance. Many of them had bought new suits for the occasion. After the show, there were cocktails and then lunch, they occupied a table all their own. It was a rather formal luncheon, and there was some confusion at the table as to whether it was proper to take first the plate of salad on the right or the one on the left.

West came too. He did not sit with his old team, but he did talk easily and pleasantly with many of them during the day. "I had a great talk with West!" remarked one of the Microkids. He wore a brown suit, conservatively tailored. He looked as though he'd been wearing a suit all his life. He had come to this ceremony with some reluctance, and he was decidedly in the background. At the door to the show, where name tags were handed out, West had been asked what his title was. 'Business Development' he'd said. At the cocktail party after the formal presentation, a reporter came up to him: "You seem to know something about this machine. What did you have to do with it?" West mumbled something, waving a hand, and changed the subject. Alsing overheard this exchange. It offended his sense of reality. He couldn't let the matter stand there. So he took the reporter aside and told him, 'that guy was the leader of the whole thing'. I had the feeling that West was just going through motions and was not really present at all.

When it was over and we were strolling down a busy street towards Penn Station, his mood altered. Suddenly there was no longer a feeling of forbidden subjects, as there had been around him for many months. I found myself all of a sudden saying to him: "It's just a computer. It's really a small thing in the world, you know."

West smiled softly. 'I know it'. None of it, he said later, had come out the way he had imagined it would, but it was over and he was glad. The day after the formal announcement, Data General's famous sales force had been introduced to the computer in New York and elsewhere. At the end of the presentation for the sales personnel in New York, the regional sales manager got up and gave his troops a pep talk. 'What motivates people?' he asked. He answered his own question, saying, 'Ego and the money to buy things that they and their families want?' It was a different game now. Clearly, the machine no longer belonged to its makers.

20. Bickering during the meetings was indicative of the fact that ...

    1) there was heavy competition among the engineers.
    2) everyone wanted to take credit for the Eagle.
    3) the Eagle constituted a collective effort.
    4) it was hard to decide on the leader.

21. In this passage, the author seems to suggest that ...

    1) hard work does lead to grand results.

2) some individuals stand out in scientific programmes.
3) those who get credit earn it.
4) once a new product is launched, the pains and pleasure that preceded it are lost.

22. The 'afterbirth', a simile expressed by an old hat was with reference to ...

1) the Eclipse MV/8000.
2) the Eagle.
3) Mr. Alsing.
4) the Eclipse Group.

23. It appears from Mr. West's conversation with the author that ...

1) he was quite upset over the way things turned out.
2) he was glad to forget all about it.
3) he preferred to keep his thoughts to himself.
4) nothing motivated him.

24. A telegram by the North Carolina leader ...

1) implicitly identified those who deserved credit for the Eagle.
2) was a worthy gesture before the launch.
3) was an implicit invitation to Wallach, Alsing, Rasala and West to be at the dinner.
4) indicated that the Eagle would be launched the next day.

25. Apparently, one of the things that the younger computer professionals considered an honour was ...

1) to be invited to the party.
2) to talk to Mr. West.
3) to be a part of the Eclipse group
4) to sell the Eagle.

26. The launching of the Eagle in New York was a gala affair ...

1) but for the fact that the machine crashed during the programme.
2) inspite of the fact that the machine crashed during the progamme.
3) because 128 terminals were hooked up to a single Eagle.
4) because a new machine was being launched.

27. According to the passage, even as the premiere of the Eagle launch seemed a grand success, among those who appeared incongruous were ...

1) the people from the Wall Street Journal and New York times.
2) the marketing people.
3) the people who were never around when the Eagle was conceived.
4) the engineers responsible for the Eagle.

28. "Just normal flak and protocol" refers to ...

1) the grandeur of the launching ceremony.

2) giving credit for the Eagle to those who weren't responsible for it.
3) the marketing people who rechristened the machine.
4) Mr.Alsing who was present at the premiere.

29. The author states that the machine no longer belonged to its makers ...

1) because the marketing people had changed its name.
2) because the engineers seemed to have lost interest in the machine.
3) because of the expressed attitude towards what motivated people.
4) because Mr. West refused to get involved.